

**Local Education Agency Application:
2016 NC SIG Competition – Cohort IV
School Improvement Grant (SIG) 1003(g) Funding**

LEA **340** **LEA Code** **424**

SCHOOL **Kimberley Park Elementary School** **SCHOOL NCES #370150000615**

LEA SIG Contact: **Dr. Patsy Squire /Dr. Karen Roseboro**

SIG Contact Title: **Title I Executive Director /Priority School Coordinator**

SIG Contact Phone: **(336) 748-4000 (336) 748-4011**

SIG Contact Email: **Kmroseboro@wsfcs.k12.nc.us/Psquire@wsfcs.k12.nc.us**

Purpose of the Program:

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. The Department published final requirements for the SIG program in the *Federal Register* on October 28, 2010 ([Federal Register - Final Requirements for SIG - October 28, 2010](#)). In 2015, the Department revised the final requirements to implement language in the Consolidated Appropriations Act, 2014, and the Consolidated and Further Continuing Appropriations Act, 2015, that allows LEAs to implement additional interventions, provides flexibility for rural LEAs, and extends the grant period from three to five years. The revisions to the requirements also reflect lessons learned from four years of SIG implementation. Finally, since the final requirements for the SIG program were published in 2010, 44 SEAs received approval to implement ESEA flexibility, pursuant to which they no longer identify Title I schools for improvement, corrective action, or restructuring. To reflect this change, the revised requirements make an LEA with priority schools eligible to receive SIG funds. The SIG final requirements, published on February 9, 2015, are available at [Federal Register - Final Requirements for SIG - February 9, 2015](#)

State and LEA Allocations

Each State, the Bureau of Indian Education, and the outlying areas is eligible to apply to receive a SIG grant. The US Department of Instruction will allocate FY 2015 and FY 2016 SIG funds in proportion to the funds received in FY 2015 and FY 2016 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Applications are due September 9, 2016

Please forward: (2) Electronic LEA / Charter Applications to chris.vecchione@dpi.nc.gov at NCDPI by 5:00pm on September 9, 2016. (1) Final PDF version of LEA / Charter SIG Application with all identifiers noted, and (1) PDF

version of LEA / Charter SIG application that removes ALL identifiers of specific LEA / Charter / School and replaces the LEA name with “LEA”, or the Charter Organization name with “Charter”, and the School name with “School”. The second version will be used by the Peer Review / Scoring Team as a blind copy during the actual competition review September 12 – 15, 2016.

All SIG questions / correspondence should be directed to:

Dr. Chris Vecchione, NCDPISIG Coordinator Email: chris.vecchione@dpi.nc.gov

ASSURANCES: An LEA must include the following USED assurances in its application for a School Improvement Grant:

(By checking each box) the LEA / Charter is making the following assurances if awarded a SIG Grant to abide by:

The United States Department of Education (USED) Assurances:

- ☒ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority School that the LEA commits to serve consistent with the final requirements;
- ☒ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority School that it serves with school improvement funds;
- ☒ Report to NCDPI the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation. The following metrics constitute the leading indicators for the SIG Program:
- 1.) Number of minutes within the school year;
 - 2.) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - 3.) Dropout rate;
 - 4.) Student attendance rate;
 - 5.) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - 6.) Discipline incidents;
 - 7.) Chronic Absenteeism Rates;
 - 8.) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
 - 9.) Teacher attendance rate.

- ☒ Ensure that each Priority School that it commits to serve receives all of the State and Local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

The North Carolina Department of Public Instruction (NCDPI) Assurances:

- ☒ The LEA / Charter will employ a School Coach in each of its SIG awarded schools to assist the school leadership with implementation of the SIG Model selected, 100% of the employed School Coach's time and services will be at the SIG awarded school. This assurance *may* be met by contracting with an external provider.
- ☒ As a sign of commitment and stability to the awarded school(s) the LEA / Charter will make every effort not to reassign the SIG Principal during the 3 years of "implementation": 2017 – 2018, 2018 – 2019, and 2019 – 2020 (unless for reasons of demotion).

I / We HEREBY CERTIFY that to the best of my / our knowledge, the information contained in this application is correct; and the LEA, if awarded a SIG Grant, will abide by all assurances that are checked above and throughout this application, as well as follow this application as submitted. As authorized individuals with the LEA identified in this application, we submit this application with NCDPI for consideration of an award for the 2016 SIG Competition. Any changes in scope or sequence of this original application must be submitted to the State SIG Coordinator for approval before taking action on such changes.

Dr. Beverly Emory

Name of Superintendent

Signature of Superintendent

Date Signed

Ms. Dana Caudill

Name of Board Chair

Signature of Board Chair

Date Signed

For State Use Only

Date Received: _____ Received by: _____

Grant Awarded: Yes / No If Applicable - Awarded Amount: _____

ELIGIBLE SCHOOLS:

For SEAs approved for ESEA flexibility ~ Eligible Schools List: The SEA has provided a link to the page on its Web site or a link to the specific page(s) in its approved ESEA flexibility request that includes a list of its current priority schools. The list clearly indicates which schools are SIG-eligible for the 2016 SIG Competition – Cohort IV:

<http://ncstar.weebly.com/sig-iv.html>

NC Priority Schools Eligible for 2016 SIG Cohort IV Competition					
LEA #	LEA Name	School Name	NCDPI School #	NCES School #	
010	Alamance-Burlington	Eastlawn Elementary School	010326	37000300019	
080	Bertie	Bertie High School	080312	37003600010	
09A	Charter	Paul R Brown Leadership Academy	09A000	37003510328	
230	Cleveland	Turning Point Academy	230330	37009000270	
241	Whiteville City	North Whiteville Academy	241312	37049200251	
320	Durham	Eastway Elementary School	320310	37012600185	
320	Durham	Merrick-Moore Elementary School	320352	37012600054	
320	Durham	Neal Middle School	320355	37012600054	
320	Durham	C C Spaulding Elementary School	320374	37012600057	
320	Durham	W G Pearson Elementary School	320388	37012600057	
32B	Charter	Healthy Start Academy	32B000	37000230209	
330	Edgecombe	North Edgecombe High School	330328	37013200055	
330	Edgecombe	Phillips Middle School	330332	37013200055	
330	Edgecombe	Stocks Elementary School	330354	37013200176	
340	Winston-Salem / Forsyth	Ashley Academy	340308	37015000244	
340	Winston-Salem / Forsyth	Carver High School	340330	37015000059	
340	Winston-Salem / Forsyth	Easton Elementary School	340424	37015000060	
340	Winston-Salem / Forsyth	Kimberley Park Elementary School	340424	37015000061	
340	Winston-Salem / Forsyth	Mineral Springs Middle School	340452	37015000062	
340	Winston-Salem / Forsyth	Philo-Hill Magnet Academy	340492	37015000063	
340	Winston-Salem / Forsyth	Winston-Salem Preparatory Academy	340568	37015000272	
34D	Charter	Carter G Woodson School	34D000	37000270211	
360	Gaston	York Chester Middle School	360526	37016200219	
410	Guilford	Cesar Cone Elementary	410349	37019200076	

NC Priority Schools Eligible for 2016 SIG Cohort IV Competition					
LEA #	LEA Name	School Name	NCDPI School #	NCES School #	
010	Alamance-Burlington	Eastlawn Elementary School	010326	37000300019	
080	Bertie	Bertie High School	080312	37003600010	
09A	Charter	Paul R Brown Leadership Academy	09A000	37003510328	
230	Cleveland	Turning Point Academy	230330	37009000270	
241	Whiteville City	North Whiteville Academy	241312	37049200251	
320	Durham	Eastway Elementary School	320310	37012600185	
320	Durham	Merrick-Moore Elementary School	320352	37012600054	
320	Durham	Neal Middle School	320355	37012600054	
320	Durham	C C Spaulding Elementary School	320374	37012600057	
320	Durham	W G Pearson Elementary School	320388	37012600057	
32B	Charter	Healthy Start Academy	32B000	37000230209	
330	Edgecombe	North Edgecombe High School	330328	37013200055	
330	Edgecombe	Phillips Middle School	330332	37013200055	
330	Edgecombe	Stocks Elementary School	330354	37013200176	
340	Winston-Salem / Forsyth	Ashley Academy	340308	37015000244	
340	Winston-Salem / Forsyth	Carver High School	340330	37015000059	
340	Winston-Salem / Forsyth	Easton Elementary School	340424	37015000060	
340	Winston-Salem / Forsyth	Kimberley Park Elementary School	340424	37015000061	
340	Winston-Salem / Forsyth	Mineral Springs Middle School	340452	37015000062	
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360	Gaston	York Chester Middle School	360526	37016200219	
410	Guilford	Cesar Cone Elementary	410349	37019200076	

LEA #	LEA Name	School Name	NCDPI School #	NCES School #
410	Guilford	Gillespie Park Elementary	410385	370192002668
410	Guilford	Doris Henderson Newcomers School	410398	370192002988
410	Guilford	Jackson Middle School	410415	370192001127
410	Guilford	Ben L. Smith High School	410544	370192000798
410	Guilford	Welborn Middle School	410592	370192000961
422	Weldon City	Weldon Middle School	422318	370489002116
450	Henderson	Balfour Education Center	450343	370210001568
460	Hertford	Hertford County Middle School	460318	370216002207
460	Hertford	Hertford County High School	460320	370216002208
490	Iredell-Statesville	Monticello School	490342	370231002118
49D	Charter	Success Institute Charter	49D000	370010602527
500	Jackson	Jackson County School of Alternatives	500324	370234002467
510	Johnston	South Campus Community High School	510380	370237001580
540	Lenoir	Lenoir County Learning Academy	540318	370261001586
540	Lenoir	Rochelle Middle School	540330	370261000589
540	Lenoir	Southeast Elementary School	540338	370261000596
600	Charlotte-Mecklenburg	Ashley Park PreK-8 School	600311	370297001192
600	Charlotte-Mecklenburg	Turning Point Academy	600439	370297000871
600	Charlotte-Mecklenburg	Martin Luther King Jr Middle School	600448	370297002784
600	Charlotte-Mecklenburg	Lincoln Heights Academy	600461	370297002169
600	Charlotte-Mecklenburg	Bruns Academy	600489	370297001253
600	Charlotte-Mecklenburg	Reid Park Academy	600517	370297001212
600	Charlotte-Mecklenburg	Westerly Hills Academy	600577	370297001287
60H	Charter	Crossroads Charter School	60H000	370012202591
60P	Charter	Charlotte Choice Charter School	60P000	370033903293
640	Nash-Rocky Mount	J W Parker Middle School	640334	370327000752
650	New Hanover	R Freeman School of Engineering	650312	370333001366
660	Northampton	Conway Middle School	660308	370342001407
660	Northampton	Gaston Middle School	660325	370342003263
67B	Charter	Z.E.C.A. School of Arts and Technology	67B000	370034803278

LEA #	LEA Name	School Name	NCDPI School #	NCES School #
780	Robeson	Fairgrove Middle School	780324	370393001570
780	Robeson	Janie C Hargrave Elementary School	780329	370393002234
780	Robeson	Peterson Elementary School	780374	370393002238
780	Robeson	R B Dean Elementary School	780390	370393002051
780	Robeson	Red Springs Middle School	780393	370393002240
780	Robeson	Rosenwald Elementary School	780394	370393002241
780	Robeson	Southside/Ashpole Elementary School	780408	370393001588
780	Robeson	Townsend Middle School	780410	370393002052
780	Robeson	W H Knuckles Elementary School	780417	370393002247
800	Rowan-Salisbury	Knox Middle School	800363	370405002252
810	Rutherford	Rutherford Opportunity Center	810386	370408002607
850	Stokes	Meadowbrook Academy	850324	370438002411
880	Transylvania	Davidson River School	880320	370453002351
910	Vance	Eaton-Johnson Middle School	910316	370465001816
910	Vance	Henderson Middle School	910320	370465001817
92Q	Charter	Hope Charter Leadership Academy	92Q000	370012402609
940	Washington	Plymouth High School	940316	370480001930
960	Wayne	Brogden Middle School	960312	370488001945
960	Wayne	Carver Heights Elementary School	960318	370488000349
960	Wayne	Dillard Middle School	960326	370488000398
980	Wilson	B O Barnes Elementary School	980308	370502001992
980	Wilson	Charles H Darden Middle School	980317	370502002061
980	Wilson	Vick Elementary School	980357	370502002564

LEA APPLICATION:**A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.**

An LEA must identify each Priority School (Name) the LEA commits to serve, the grade levels served in each school (K-5, 6-8, 9-12, etc), the type of school (traditional, charter, alternative), the NCES ID# (found in the list of eligible schools), and identify the model that the LEA will use in each Priority School (listed below).

The models the LEA may include are: (1) Turnaround; (2) Restart; (3) Closure; (4) Transformation; (5) Evidence-based Whole School Reform; and (6) Early Learning Model. *(LEA should add / delete rows as necessary for the number of schools applying for)*

NOTE: LEA's with multiple schools applying for the Grant must list in Section "A" ALL schools submitting an application from the LEA for SIG Funds. EACH school must have a separate application for review as the awards are made individually to schools and not collectively to LEA's.

School Name:	Grade Level(s):	Type:	NCES ID #:	Intervention Model:
Ashley Academy	Pre-K-5	Traditional	370150002446	Transformation
Kimberley Park Elementary	Pre-K-5	Traditional	370150000615	Whole School Reform
Easton Elementary	Pre-K-5	Traditional	370150000601	Transformation
Mineral Springs Middle	6-8	Traditional	370150000621	Transformation
Philo-Hill Magnet Academy	6-8	Traditional	37015000633	Transformation
Winston-Salem Prep Academy	9-12	Traditional	370150002729	Whole School Reform
Carver High School	9-12	Traditional	370150000592	Whole School Reform

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant:

Please provide a detailed response to each required US Department of Education element below (every element must have a detailed response with the exception of those marked "if applicable" - for any element that is not applicable to your LEA application – indicate in the response section: "not applicable")

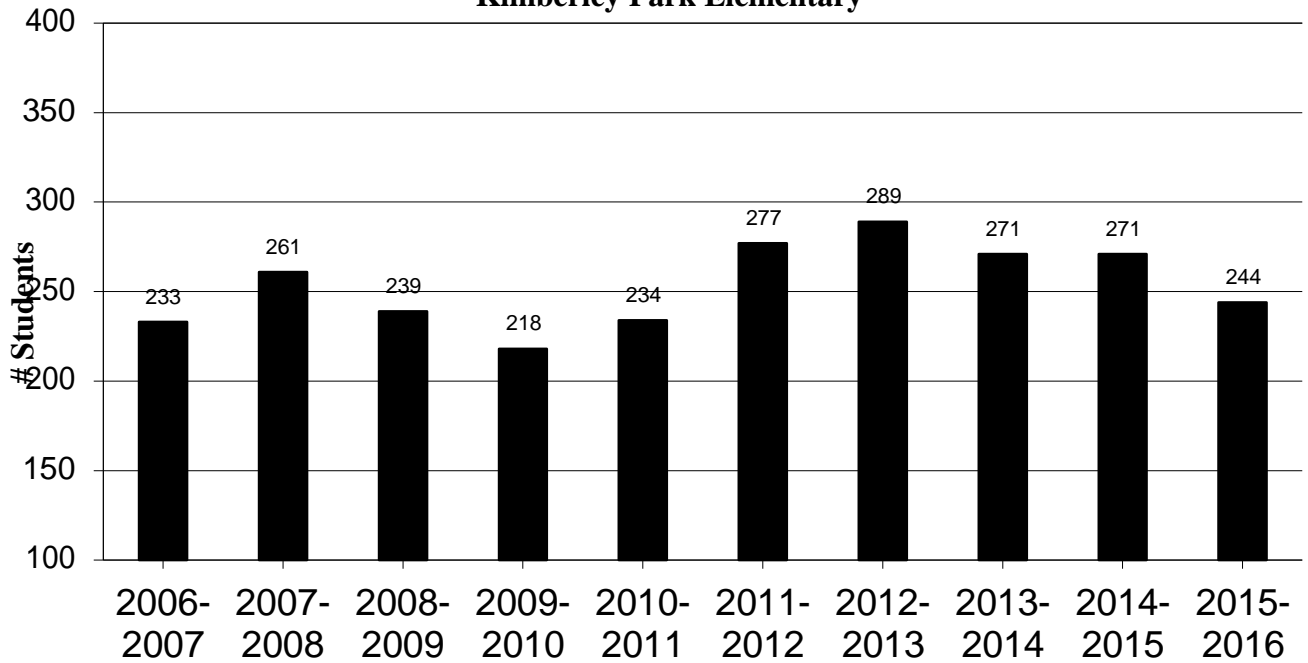
1.) For each Priority School that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school. This analysis for EACH school (based on a needs analysis) should include among other things, the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified:

WSFCS LEA analyzed the all the school level data at Kimberley Park elementary school centered around the seven following data categories: 1) Student and Community demographics, 2) Student Attendance, Graduation & Dropout Rate, Discipline & Retention , 3) Student Achievement/Growth, 4) Professional Capacity, 5) Perceptions of School, 6) School Processes/Instructional Practices, and 7) Parental

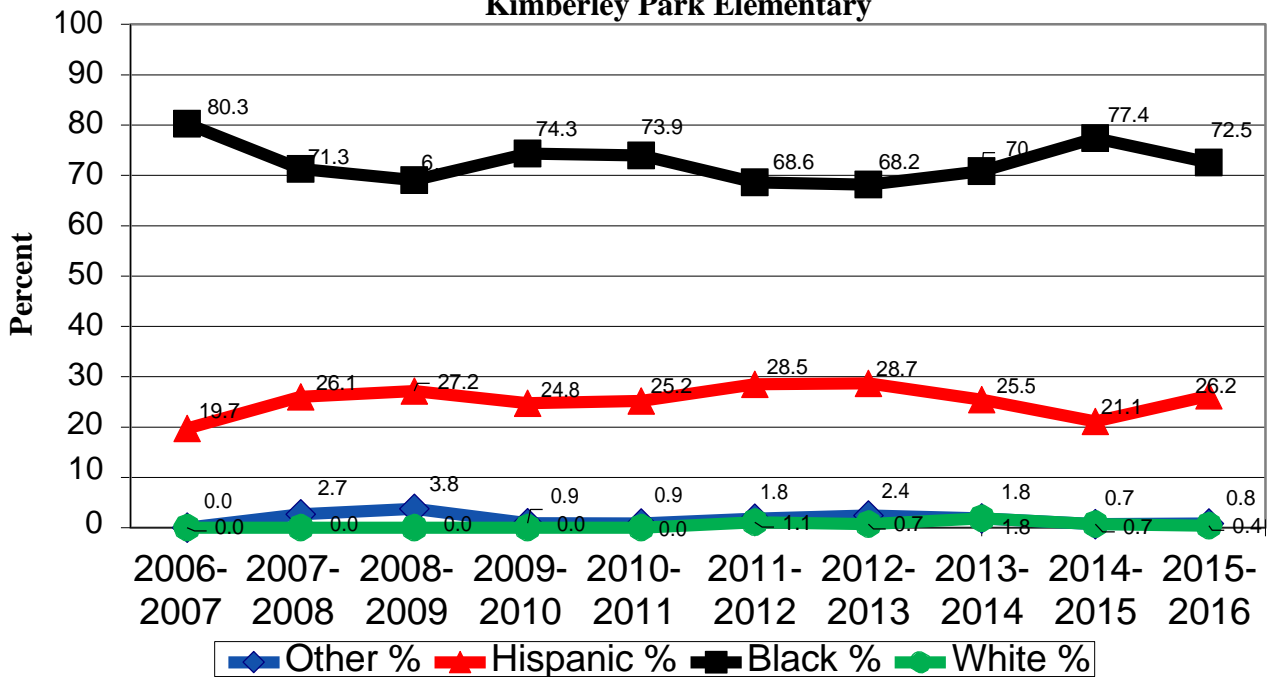
Involvement. We have included a detailed data needs analysis report of Kimberley Park elementary school in the instructional programs, school leadership, and school infrastructure.

I. Student and Community Demographics

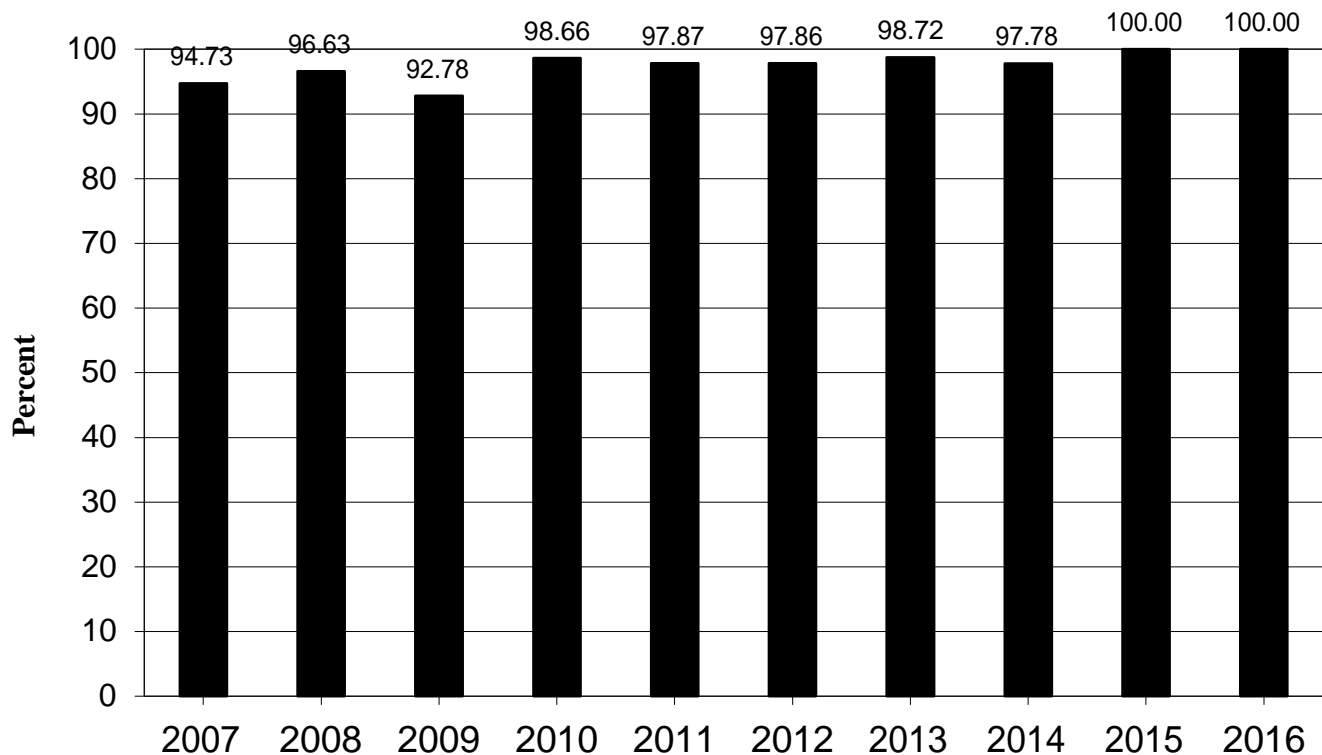
**20-Day Membership Over Time
Kimberley Park Elementary**



**Enrollment By Race/Ethnicity Over Time
Kimberley Park Elementary**



Percent Free/Reduced Lunch Over Time



Community School Enrollment 2013-2014 Kimberley Park Elementary School

Description	Total	Percent enrolled in public school	Percent enrolled in private school
Population 3 years and over enrolled in school	9,991	90.7%	9.3%
Nursery school, preschool	746	81.9%	18.1%
Kindergarten to 12th grade	7,463	96.2%	3.8%
Kindergarten	662	95.6%	4.4%
Elementary: grade 1 to grade 4	2,324	96.7%	3.3%
Elementary: grade 5 to grade 8	2,158	96.9%	3.1%
High school: grade 9 to grade 12	2,319	95.0%	5.0%
College, undergraduate	1,483	79.1%	20.9%
Graduate, professional school	299	34.1%	65.9%
Percent of age group enrolled in school --			
3 and 4 years	39.2%	87.4%	12.6%
5 to 9 years	84.4%	94.4%	5.6%
10 to 14 years	85.8%	97.5%	2.5%
15 to 17 years	82.5%	95.0%	5.0%
18 and 19 years	50.8%	87.9%	12.1%
20 to 24 years	16.0%	91.0%	9.0%
25 to 34 years	9.0%	63.9%	36.1%
35 years and over	3.3%	60.6%	39.4%
Population 18 years and over	29,526	(X)	(X)
Enrolled in college or graduate school	6.0%	71.3%	28.7%
Males 18 years and over	13,307	(X)	(X)
Enrolled in college or graduate school	4.7%	65.9%	34.1%
Females 18 years and over	16,219	(X)	(X)

Enrolled in college or graduate school	7.0%	74.2%	25.8%
Population 18 to 24 years	3,951	(X)	(X)
Enrolled in college or graduate school	16.5%	88.2%	11.8%
Males 18 to 24 years	2,014	(X)	(X)
Enrolled in college or graduate school	9.6%	92.8%	7.2%
Females 18 to 24 years	1,937	(X)	(X)
Enrolled in college or graduate school	23.6%	86.2%	13.8%

Source: U.S. Census Bureau, 2010-2014 American Community for ZIP code 27105
http://factfinder.census.gov/bkmk/table/1.0/en/ACS/14_5YR/S1401/86000000US27105

II. Student Attendance & Discipline

Kimberley Park Elementary Attendance 2012-2013 Through 2015-2016

Year	Average Daily Attendance Month 1-9	Average Daily Attendance for Year	% In Attendance for Year
2013-2014	256	253	94.0
	256		
	257		
	252		
	252		
	253		
	253		
	251		
	245		
2014-2015	257	252	93.9
	258		
	259		
	251		
	247		
	243		
	251		
	256		

	247			
*2015-2016	231	232	94.0	
	229			
	231			
	230			
	233			
	231			
	234			
	233			
	Month 9 pending			

*2015-2016 results are preliminary and based on 8 months.

Student Behavior Count and Rate by Gender/Ethnicity 2015-2016

Behavior	Black or African American					
	Female		Male		Total	
	Count	Percent	Count	Percent	Count	Percent
042-UB: Disruptive behavior	<5	NA	51	85.00 %	55	91.67 %
024-UB: Fighting	8	13.56%	48	81.36 %	56	94.92 %
037-UB: Bus misbehavior	<5	NA	9	90.00 %	10	100.00 %
032-UB: Inappropriate language/disrespect	<5	NA	<5	NA	<5	NA
027-UB: Aggressive behavior		0.00%	<5	NA	<5	NA
052-UB: Bullying	<5	NA		0.00%	<5	NA
061-UB: Disrespect of faculty/staff	<5	NA		0.00%	<5	NA
022-UB: Disorderly conduct (G.S. 14-288.4(a)(6))	<5	NA		0.00%	<5	NA
044-UB: Assault on student	<5	NA		0.00%	<5	NA
072-UB: Assault on student w/o weapon		0.00%	<5	NA	<5	NA
107-UB: Threat of physical attack without a weapon		0.00%	<5	NA	<5	NA
Grand Total	19	13.29%	115	80.42 %	134	93.71 %

Student Behavior Count and Rate by Gender/Ethnicity 2015-2016

Behavior	Hispanic						Total	
	Female		Male		Total			
	Cou nt	Perce nt	Cou nt	Perc ent	Cou nt	Perce nt	Cou nt	Perc ent
042-UB: Disruptive behavior	<5	NA	<5	NA	5	8.33 %	60	100.0 0%
024-UB: Fighting		0.00%	<5	NA	<5	NA	59	100.0 0%
037-UB: Bus misbehavior		0.00%		0.00 %		0.00 %	10	100.0 0%
032-UB: Inappropriate language/disrespect		0.00%		0.00 %		0.00 %	<5	NA
027-UB: Aggressive behavior		0.00%		0.00 %		0.00 %	<5	NA
052-UB: Bullying		0.00%	<5	NA	<5	NA	<5	NA
061-UB: Disrespect of faculty/staff		0.00%		0.00 %		0.00 %	<5	NA
022-UB: Disorderly conduct (G.S. 14-288.4(a)(6))		0.00%		0.00 %		0.00 %	<5	NA
044-UB: Assault on student		0.00%		0.00 %		0.00 %	<5	NA
072-UB: Assault on student w/o weapon		0.00%		0.00 %		0.00 %	<5	NA
107-UB: Threat of physical attack without a weapon		0.00%		0.00 %		0.00 %	<5	NA
Grand Total	<5	NA	7	4.90 %	9	6.29 %	143	100.0 0%

Student Behavior Count and Rate by LEP Status

Behavior	Count	Percent	Total
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	Not LEP	LEP	Not LEP	LEP	Count	Percent
042-UB: Disruptive behavior	56	<5	93.33 %	NA	60	100.00 %
024-UB: Fighting	56	<5	94.92 %	NA	59	100.00 %
037-UB: Bus misbehavior	10		100.00 %	0.00%	10	100.00 %
032-UB: Inappropriate language/disrespect	4		100.00 %	0.00%	4	100.00 %
027-UB: Aggressive behavior	2		100.00 %	0.00%	2	100.00 %
052-UB: Bullying	1	<5	50.00 %	NA	2	100.00 %
061-UB: Disrespect of faculty/staff	2		100.00 %	0.00%	2	100.00 %
022-UB: Disorderly conduct (G.S. 14-288.4(a)(6))	1		100.00 %	0.00%	1	100.00 %
044-UB: Assault on student	1		100.00 %	0.00%	1	100.00 %
072-UB: Assault on student w/o weapon	1		100.00 %	0.00%	1	100.00 %
107-UB: Threat of physical attack without a weapon	1		100.00 %	0.00%	1	100.00 %
Grand Total	135	8	94.41 %	5.59%	143	100.00 %

Student Action Count and Rate by LEP Status 2015-2016

ACTION	Not LEP		LEP		Total	
	Count	Percent	Count	Percent	Count	Percent

003 OSS	32	91.43%	<5	NA	35	100.00%
022 Bus Suspension	11	100.00%		0.00%	11	100.00%
026 Time Out	2	100.00%		0.00%	2	100.00%
30 0 Administrative Conference with Parent	21	91.30%	<5	NA	23	100.00%
31 1 Administrative Conference with Student	69	95.83%	<5	NA	72	100.00%
Grand Total	135	94.41%	8	5.59%	143	100.00%

Student Action Count and Rate by Gender/Ethnicity 2015-2016

Gender/Ethnicity	003 OSS		022 Bus Suspension		026 Time Out	
	Count	Percent	Count	Percent	Count	Percent
F	5	14.29%		0.00%	<5	NA
Black or African American	<5	NA		0.00%	<5	NA
Hispanic	<5	NA		0.00%		0.00%
M	30	85.71%	11	100.00%		0.00%
Black or African American	27	77.14%	11	100.00%		0.00%
Hispanic	<5	NA		0.00%		0.00%
Grand Total	35	100.00%	11	100.00%	<5	NA

Student Action Count and Rate by Gender/Ethnicity 2015-2016

Gender/Ethnicity	030 Administrative Conference with Parent		031 Administrative Conference with Student		Total	
	Count	Percent	Count	Percent	Count	Percent
F	<5	NA	10	13.89%	21	14.69%
Black or African American	<5	NA	9	12.50%	19	13.29%

Hispanic		0.00%	<5	NA	2	1.40%
M	19	82.61%	62	86.11%	122	85.31%
Black or African American	17	73.91%	60	83.33%	115	80.42%
Hispanic	<5	NA	<5	NA	7	4.90%
Grand Total	23	100.00%	72	100.00%	143	100.00%

III. Student Achievement/Growth

Reading

Kimberley Park Elem				
	% GL Proficient			Difference
Subgroup	2013-14	2014-15	2015-16 Preliminary	2016-2015
Asian	na	na	na	na
Black	28.8	19.5	15.6	-3.9
Hispanic	13.3	28.6	19.4	-9.2
White	na	na	na	na
Multiracial	na	na	na	na
Subgroup	2013-14	2014-15	2015-16 Preliminary	2016-2015
Female	27.8	22.6	12.5	-10.1
Male	21.4	21.2	20.8	-0.4
Subgroup	2013-14	2014-15	2015-16 Preliminary	2016-2015
Economically Disadvantaged	24.8	21.4	13.2	-8.2
Limited English Proficiency	0.0	13.3	0.0	-13.3
Students with Disabilities	na	12.5	6.3	-6.2
AG	na	na	na	na
Not Econ Disadv	na	na	33.3	na
Not LEP	28.1	23.3	18.9	-4.4
Not SWD or AG	24.8	21.9	17.4	-4.5

SCIENCE

Kimberley Park Elem				
	% GL Proficient			Difference
Subgroup	2013-14	2014-15	2015-16 Preliminary	2015-2014
Asian	na	na	na	na
Black	65.4	0.0	30.0	30.0
Hispanic	30.0	0.0	50.0	50.0
White	na	na	na	na
Multiracial	na	na	na	na
Subgroup	2013-14	2014-15	2015-16 Preliminary	2015-2014
Female	41.2	0.0	26.3	26.3
Male	68.4	0.0	54.5	54.5
Subgroup	2013-14	2014-15	2015-16 Preliminary	2015-2014
Economically Disadvantaged	55.6	0.0	34.8	34.8
Limited English Proficiency	na	na	na	na
Students with Disabilities	na	na	na	na
AG	na	na	na	na
Not Econ Disadv	na	na	42.9	na
Not LEP	60.6	0.0	39.3	39.3
Not SWD or AG	57.6	0.0	38.5	38.5

Reading EOG Proficiency (GL) By Cohort**Kimberley Park Elementary**

	2013-2014	2014-2015	2015-2016 Preliminary	Cohort Difference
Grade 3	12.5	31.1	6.8	
Grade 4	11.8	22.6	22.9	(-8.2)
Grade 5	47.2	6.9	23.3	+0.7

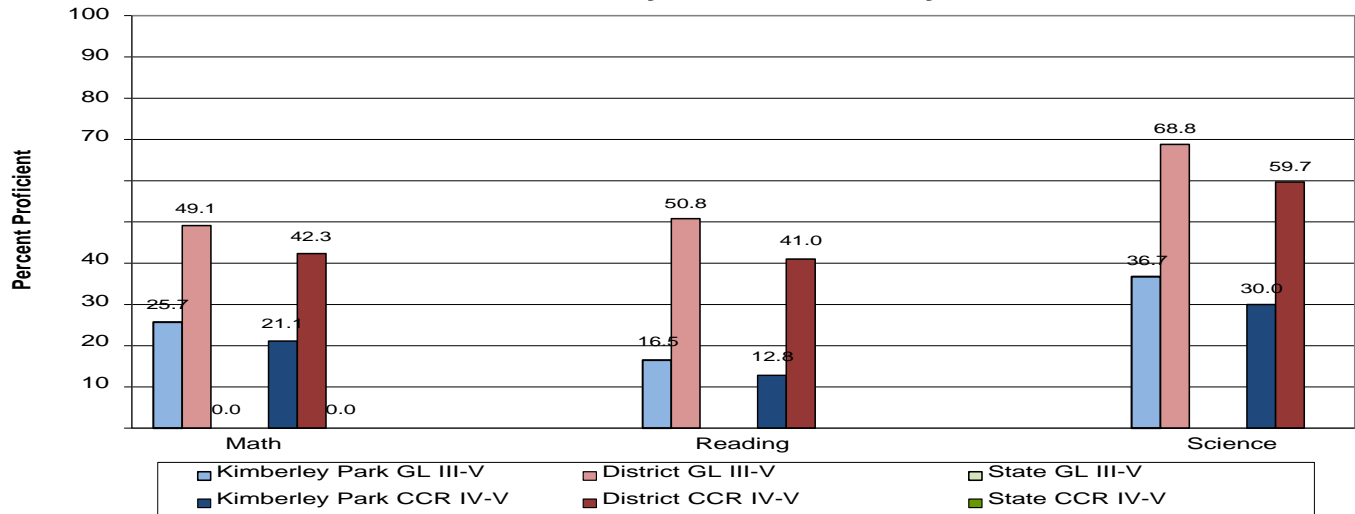
Math EOG Proficiency (GL) By Cohort**Kimberley Park Elementary**

	2013-2014	2014-2015	2015-2016 Preliminary	Cohort Difference
Grade 3	25.0	13.3	31.8	
Grade 4	8.8	38.7	14.3	+1.0
Grade 5	36.1	10.3	30.0	(-8.7)

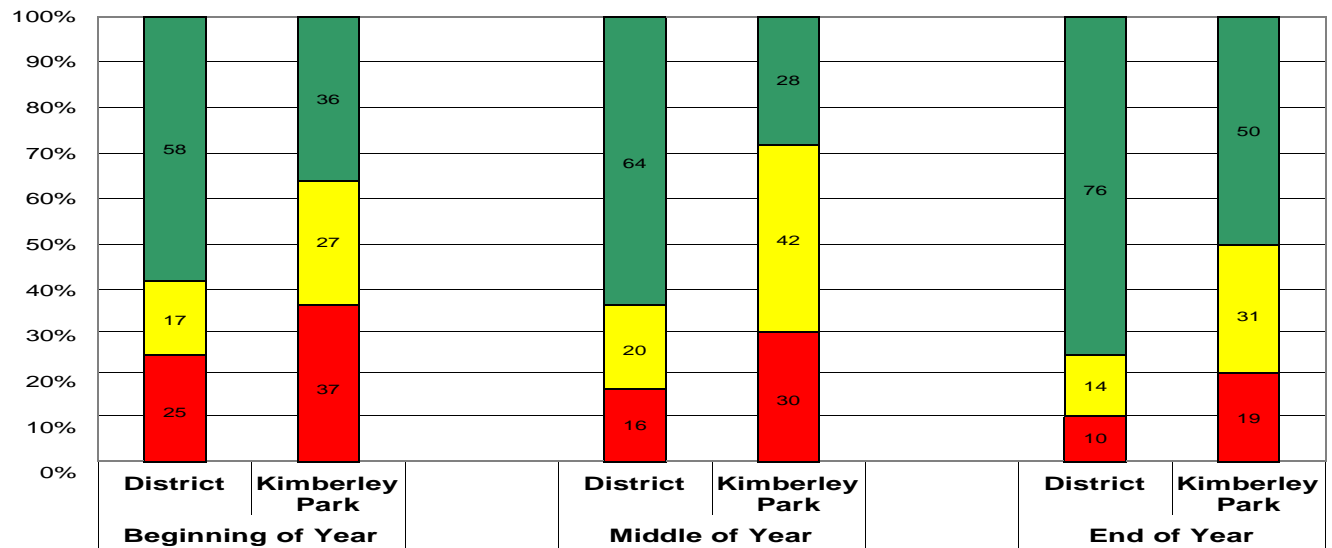
Math

Kimberley Park Elem				
	% GL Proficient			Difference
Subgroup	2013-14	2014-15	2015-16 Preliminary	2016-2015
Asian	na	na	na	na
Black	25.0	18.2	19.5	1.3
Hispanic	20.0	25.0	41.9	16.9
White	na	na	na	na
Multiracial	na	na	na	na
Subgroup	2013-14	2014-15	2015-16 Preliminary	2016-2015
Female	29.6	18.9	21.4	2.5
Male	17.9	21.2	30.2	9.0
Subgroup	2013-14	2014-15	2015-16 Preliminary	2015-2014
Economically Disadvantaged	23.9	19.4	22.0	2.6
Limited English Proficiency	7.1	6.7	21.4	14.7
Students with Disabilities	na	12.5	31.3	18.8
AG	na	na	na	na
Not Econ Disadv	na	na	44.4	na
Not LEP	26.0	22.2	26.3	4.1
Not SWD or AG	22.9	19.8	23.9	4.1

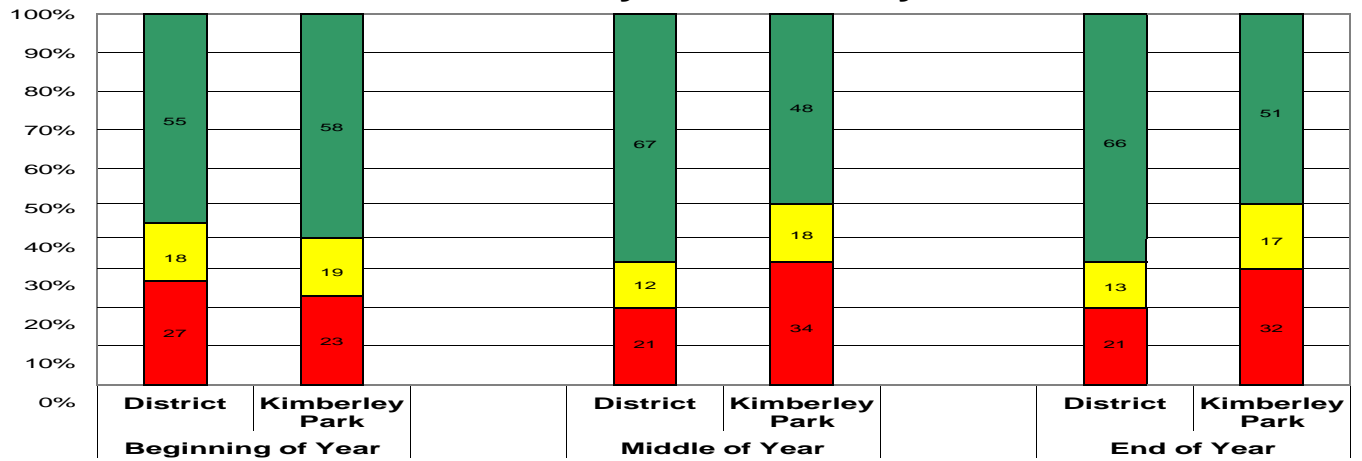
EOG Proficiency 2015-2016 (Preliminary) Kimberley Park Elementary School



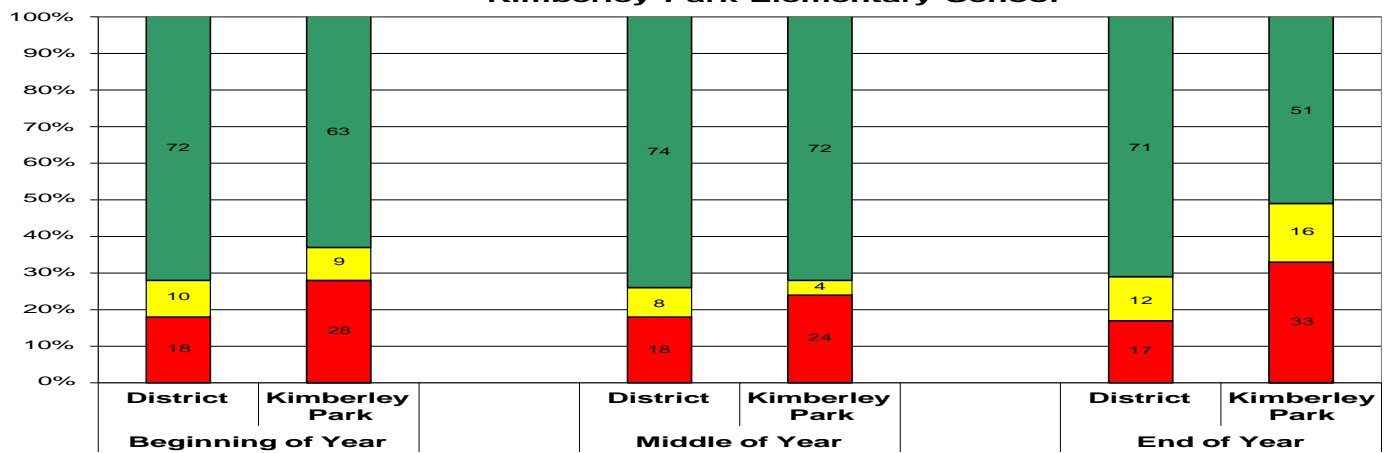
DIBELS NEXT 2013-2014 -- Kindergarten Kimberley Park Elementary School



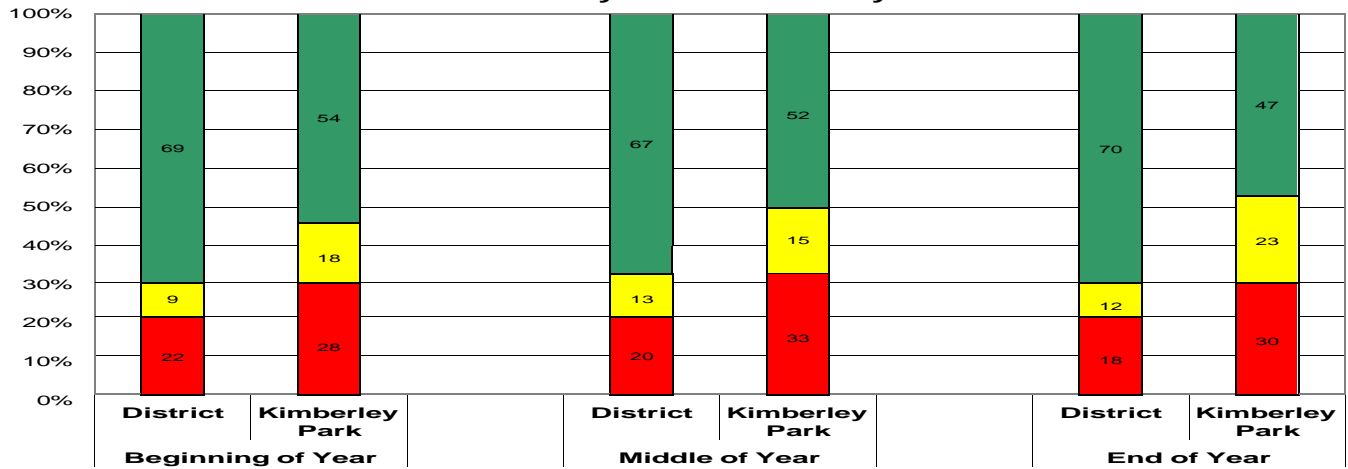
**DIBELS NEXT 2013-2014 -- First Grade
Kimberley Park Elementary School**



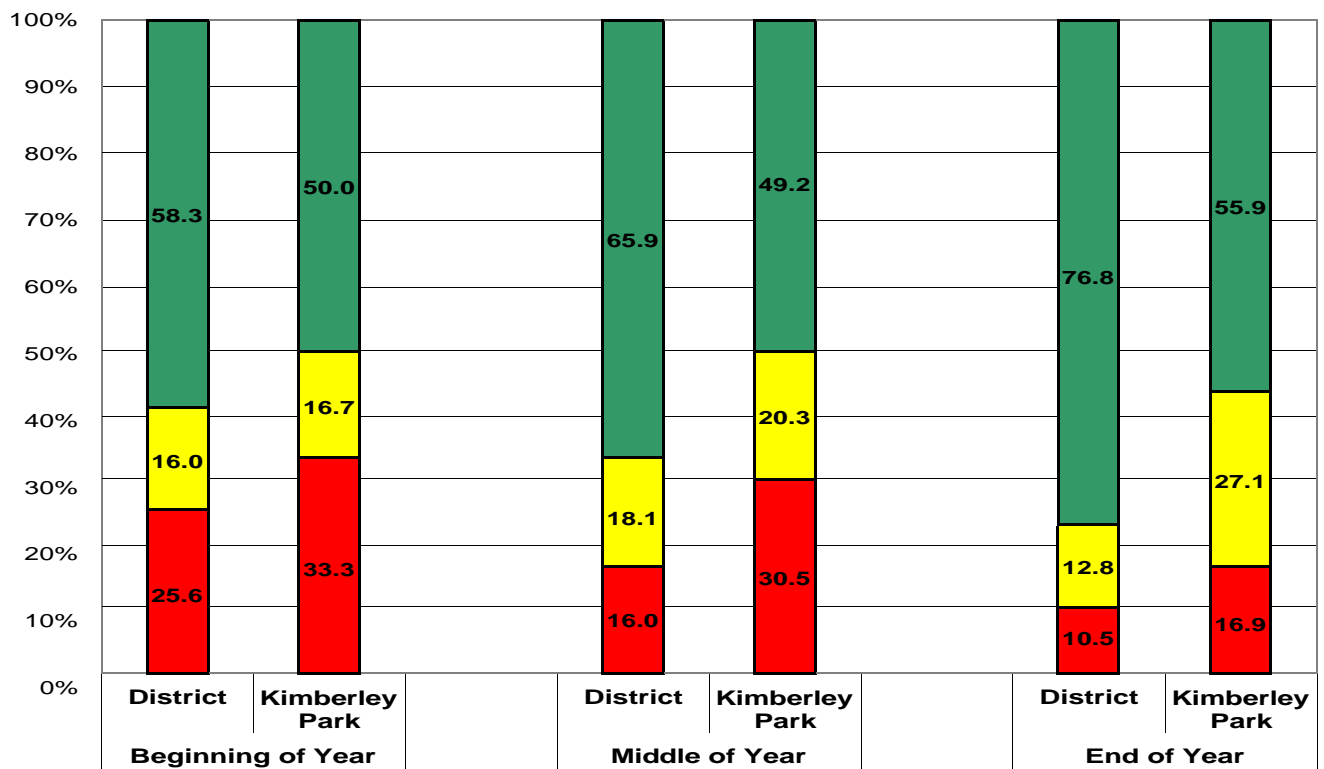
**DIBELS NEXT 2013-2014 -- Second Grade
Kimberley Park Elementary School**



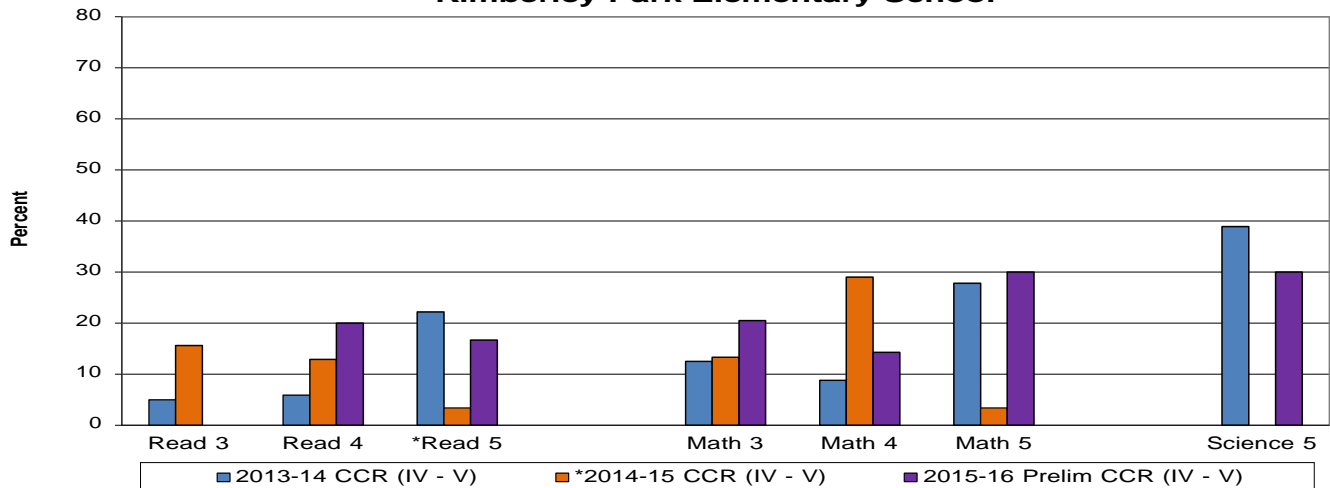
**DIBELS NEXT 2013-2014 -- Third Grade
Kimberley Park Elementary School**



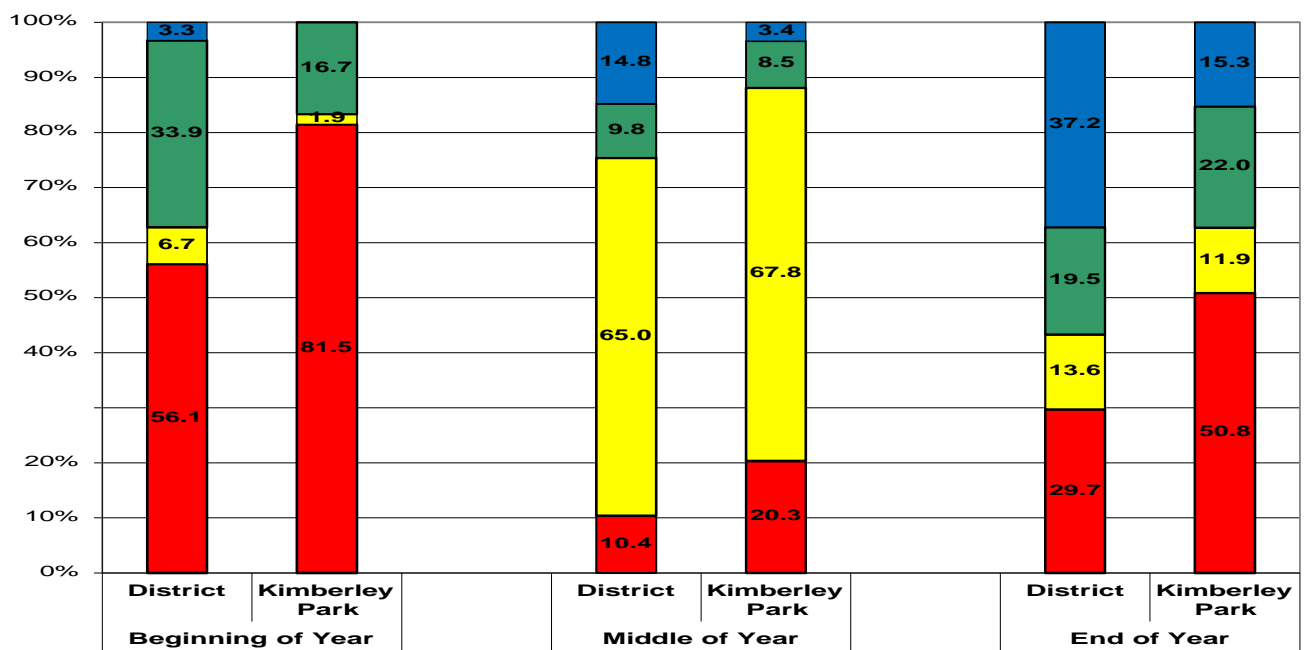
**DIBELS NEXT 2015-2016 - Kindergarten
Kimberley Park Elementary School**

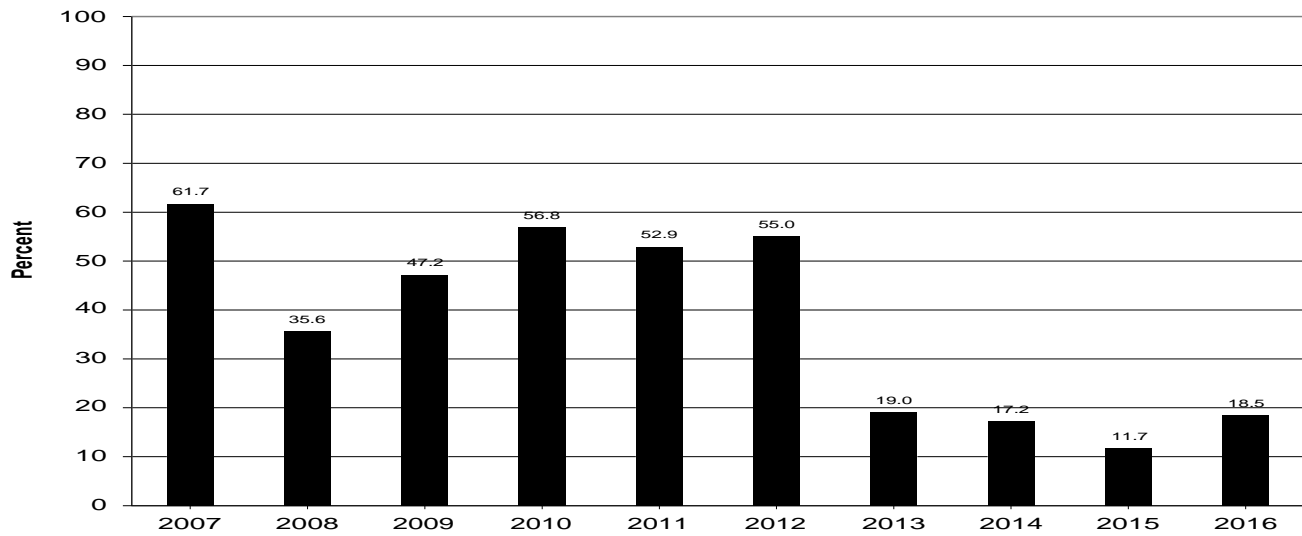
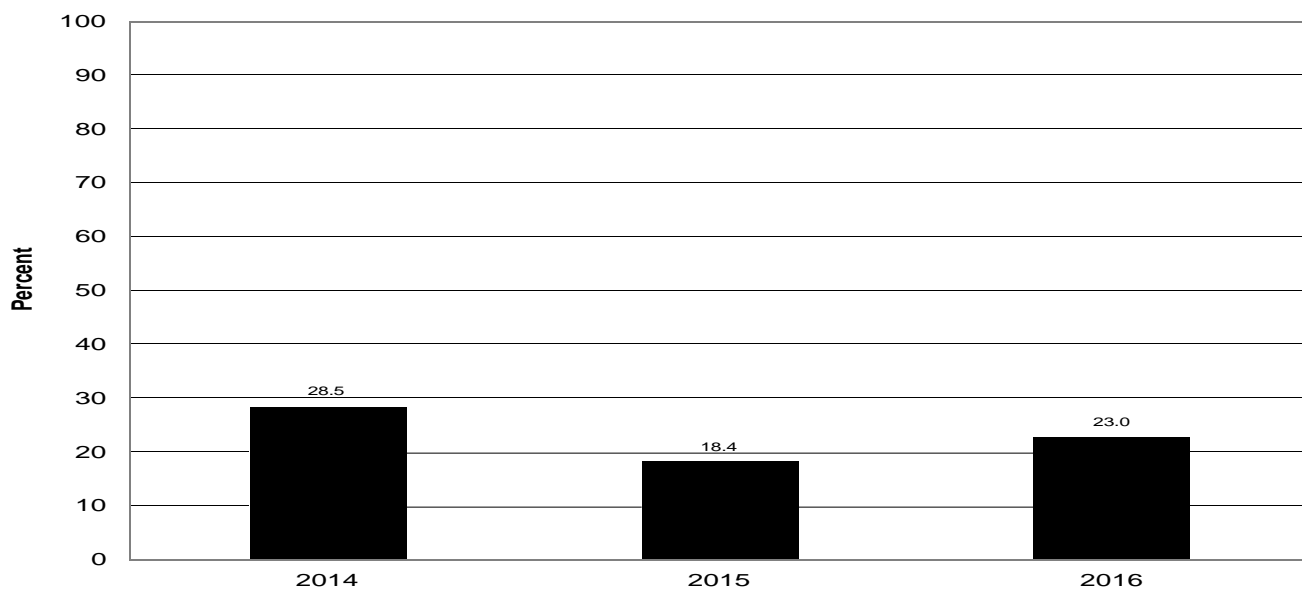


EOG Proficiency (College & Career Ready) Over Time Kimberley Park Elementary School



TRC 2015-2016 - Kindergarten Kimberley Park Elementary School



**CCR Performance Composite Over Time
Kimberley Park Elementary School****GL Performance Composite Over Time
Kimberley Park Elementary School**

EVAAS Trends
Kimberley Park Elementary

Subject	Grade	2011-2012	2012-2013	2013-2014	2014-2015
Campus Composite		-1.6	-1.1	3.3	0.6
Reading	3			-1.8	0.0
	4	-1.8	0.6	-0.8	1.0
	5	0.8	0.9	2.6	0.8
Math	4	-1.7	-1.4	2.0	2.4
	5	-0.8	3.0	3.2	-0.3
Science	5	1.2	1.8	2.3	-5.6

	Exceeds Expected Growth
	Meets Expected Growth
	Does Not Meet Expected Growth
	No Data

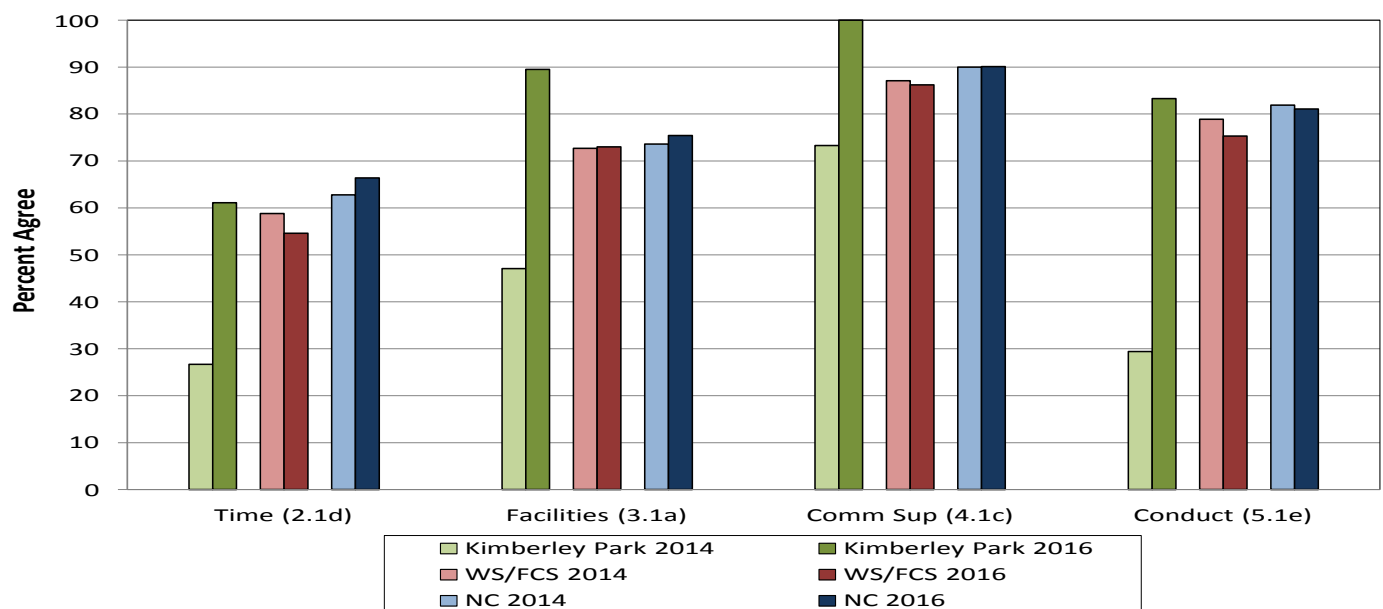
IV. Professional Capacity

Teacher Characteristic	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
# Classroom Teachers	28	26	25	24	23	27	26	21
Fully Licensed Teachers	93%	96%	96%	96%	100%	96%	94%	88%
Teachers With Advanced Degrees	18%	23%	20%	21%	32%	33%	39%	33%
# National Board Certified Teachers	1	3	3	3	3	4	3	2
Years of Teaching Experience:								
0 - 3 Years	46%	35%	28%	25%	28%	36%	39%	38%
4 - 10 Years	36%	54%	52%	50%	52%	36%	35%	43%
10+ Years	18%	12%	20%	25%	20%	29%	27%	19%
Average Years of Teaching Experience	6.2	8.0	8.7	9.0	9	7.5		
Teacher Turnover Rate	21%	19%	6%	13%	25%	13%	11%	28%

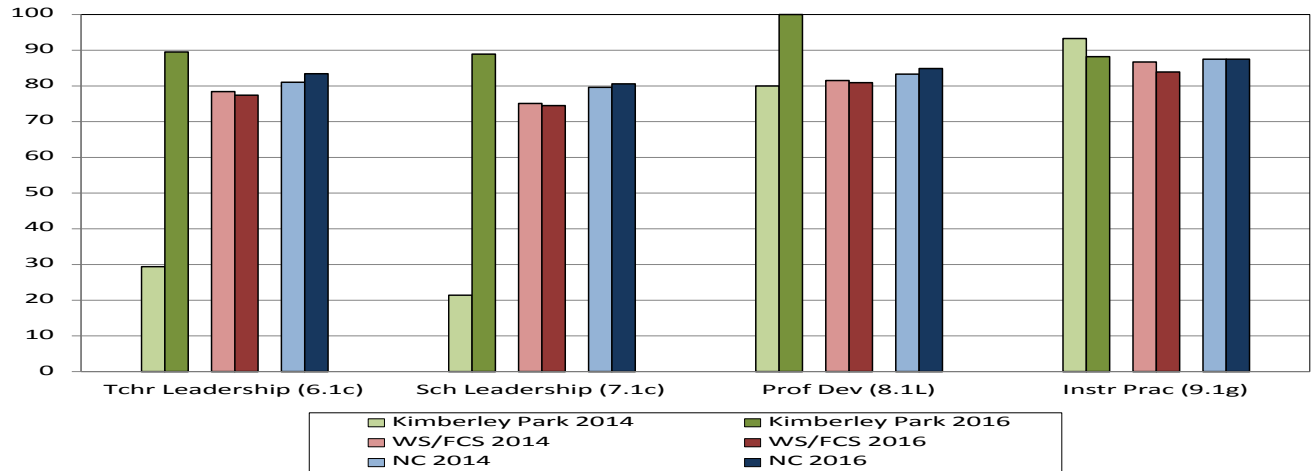
V. Perceptions of School

	% Agree							
	Time (2.1d)	Facilities (3.1a)	Comm Sup (4.1c)	Conduct (5.1e)	Tchr Leadership (6.1c)	Sch Leadership (7.1c)	Prof Dev (8.1L)	Instr Prac (9.1g)
Kimberley Park 2014	26.7	47.1	73.3	29.4	29.4	21.4	80.0	93.3
Kimberley Park 2016	61.1	89.5	100.0	83.3	89.5	88.9	100.0	88.2
WS/FCS 2014	58.8	72.7	87.1	78.9	78.4	75.1	81.5	86.7
WS/FCS 2016	54.6	73.0	86.2	75.3	77.4	74.5	80.9	83.9
NC 2014	62.8	73.6	90.0	81.9	81.0	79.6	83.3	87.5
NC 2016	66.4	75.4	90.1	81.1	83.4	80.6	84.9	87.5

**2016 NC Teacher Working Conditions Survey
Key Indicators: Kimberley Park Elementary School**



2016 NC Teacher Working Conditions Survey
Key Indicators: Kimberley Park Elementary School



LEA analyzed the all the school level data at School elementary school centered around the seven following data categories: 1) Student and Community demographics, 2) Student Attendance, Graduation & Dropout Rate, Discipline & Retention , 3) Student Achievement/Growth, 4) Professional Capacity, 5) Perceptions of School, 6) School Processes/Instructional Practices, and 7) Parental Involvement. We have included a detailed data needs analysis report of School elementary school in the instructional programs, school leadership, and school infrastructure.

Student Achievement and Growth:

EOG Proficiency (Grade Level) Over Time - School Elementary School

The students at School Elementary increased in End-of-Grade proficiency in the areas of 3rd Grade and 4th Grade Reading, 3rd and 4th Grade Math, and 5th Grade Science from 2013- 2014 to 2014-2015 school years. Proficiency decreased in 3rd grade reading and an increase in 4th and 5th grade from 2014-2015-2016. Proficiency increased in 3rd & 5th grade math and decreased in 4th grade math.

- The Reading EOG grade level proficiency for 3rd grade went from 15.9% proficient in 2014-2015 to 4.5% proficient in 2015-2016. This equates to a 11.4 point decrease in percentage of the 3rd grade students who are proficient in reading.
- The Reading EOG grade level proficiency for 4th grade went from 12.9% proficient in 2014-2015 to 20.0% proficient in 2015-2016. This equates to a 7.1 point increase in percentage of the 4th grade students who are proficient in reading.
- The Reading EOG grade level proficiency for 5th grade went from 3.4% proficient in 2014-2015 to 16.7% proficient in 2015-2016. This equates to a 13.3 point increase in percentage of the 5th grade students who are proficient in reading.
- The Reading EOG grade level proficiency for 3rd grade went from 5.0% proficient in 2013-2014 to 15.6% proficient in 2014-2015. This equates to a 10.6 point increase in percentage of the 3rd grade students who are proficient in reading.
- The Reading EOG grade level proficiency for 5th grade went from 27.5% proficient in 2013-2014 to 33.8% proficient in 2014-2015 This equates to a 6.3 point increase in percentage of the 5th grade students who are proficient in reading.
- The Math EOG grade level proficiency for 3rd grade went from 5.0% proficient in 2013-2014 to 13.3% proficient in 2014-2015 This equates to a 8.3 point increase in percentage of the 3rd grade students who are proficient in math. Proficiency went from 13.3% proficient in 2014-2015 to 20.5 proficient for a 7.2 point increase.
- The Math EOG proficiency for 4th grade went from 8.8% proficient in 2013-2014 to 29.0 % proficient in 2014-2015 This equates to a 20.2 point increase in percentage of 4th grade students who are proficient in math. Proficiency went from 20.2 in 2014-2015 to 14.3 in 2015-2016, which equates to 5.9 point decrease.
- The Math EOG proficiency for 5th grade went from 27.8% proficient in 2013-2014 to 3.4 % proficient in 2014-2015 This equates to a 24.4 point decrease in percentage of 5th grade students who are proficient in math. Proficiency went from 3.4% proficient in 2014-2015 to 30.0% proficient in 2015-2016, which equates to 26.6 point increase.
- The Science EOG grade level proficiency for 5th grade went from 38.9% proficient in 2013-2014 to 0.0 % proficient in 2014-2015 This equates to a 38.9 point decrease in percentage of 5th grade students who are proficient in science. 2015-2016 proficiency of 30.0% equates to a 30 point increase.

Achievement Gaps 2013-2014 through 2015-2016 - Elementary Reading - School Elementary

The Reading End-of-Grade proficiency increased among the subgroups of African-American, Caucasian, Economically-Disadvantaged, and Students with Disabilities at -School Elementary School from 2013- 2014 to 2014-2015 school years.

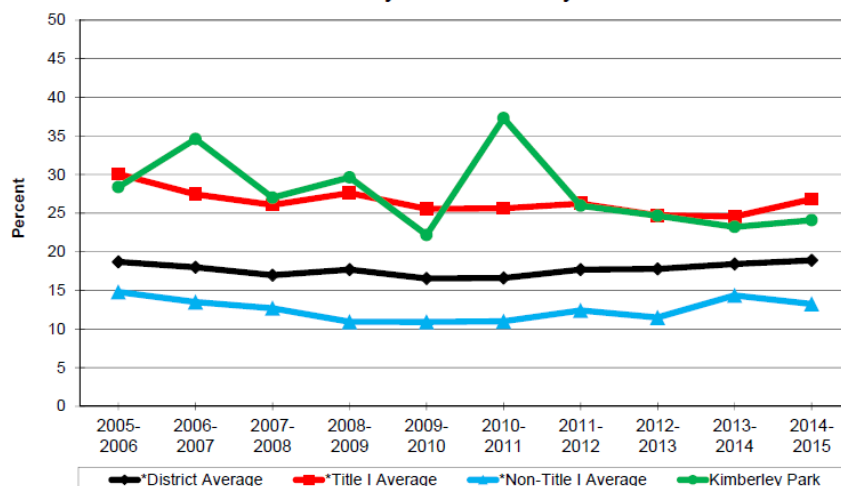
- The African American students went from 42.4% proficient in 2014-2015 to 28.6% proficient in 2015-2016 in the area of reading. This equates to a 13.8 point decrease in percentage of African American students who are proficient in reading.
- The African American students went from 32.3% proficient in 2013-2014 to 42.4% proficient in 2014-2015 in the area of reading. This equates to a 10.1 point increase in percentage of African American students who are proficient in reading.
- The female students went from 38.1% proficient in 2014-2015 to 25.0% proficient in 2015-2015 in the area of reading. This equates to a 13.1 point decrease in percentage of female students who are proficient in reading.

2.) For each Priority School, that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention:

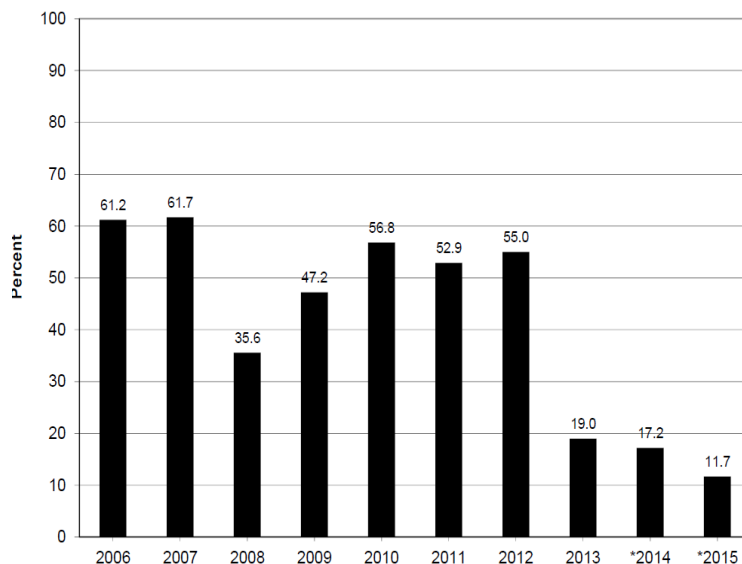
Response: Kimberley Park Elementary families and community partners have been involved in monthly school improvement team meetings to discuss concerns regarding student mobility and declining student achievement. Letters regarding the school priority status were sent out to parents as well. Kimberley Park has a parent advisory committee in which parents and the community give continuous input about strategies to improve the school. Parents will be given surveys; attend meetings in which they will give input; and attend SIT meetings, parent advisory meetings, Title 1, curriculum, and other pertinent meetings to dialogue with others about the needs of the school. A Parent Involvement Coordinator and other support personnel have been hired to assist parents with better understanding the information as we continue to share. The community will be given access to all information about Kimberley Park. This information will be shared via community meetings, special events, and focus group sessions. Community volunteers will be given surveys to provide input as well.

Student mobility is 24.9%, which is slightly higher than the district average at 18% for elementary schools during the 2014-2015 school year. Student Achievement Performance has decreased from 55% in 2012-2013 to 11% in 2015. Enrollment by race and ethnicity has remained steady. African American enrollment has increased from 71% in 2013-2014 to 73% in 2015-2016. Hispanic enrollment has increased from 25% in 2013-2014 to 26% in 2015-2016. To meet the growing diverse needs of the parents and students, there is a need to recruit more high quality teachers with academically gifted certification and dual certification in ESL.

**Elementary Student Mobility Over Time:
Kimberley Park Elementary School**



**Performance Composite Over Time
Kimberley Park Elementary School**



3.) The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final requirements of the:

- 1.) Turnaround Model, 2.) Restart Model, 3.) School Closure Model, 4.) Transformation Model, 5.) Evidence-based Whole School Reform Model, or 6.) Early Learning Model:

Response: In response to growing concerns regarding student achievement, the district will implement the Whole School Reform Model, Positive Action (The cost for Positive Action is within the grant) as part of its Multi-tiered System of Support for the Priority Schools. The Positive Action System has multiple strategies to improve student academic achievement and attainment:

- **To provide high-quality instruction and learning in English/Language arts and to provide extensive content on which to practice and apply the instruction so that deep learning takes place.** In order to identify and confirm that Positive Action teaches the English/language core content appropriately, the system has been aligned with the English/Language Arts Common Core. Positive

Action has used standards alignment as a method of identifying and confirming its appropriateness, completeness and accuracy as a program for successfully teaching and learning in English/language arts. The alignment analysis shows that on average, Positive Action lessons align to approximately 11 standards and six expectations per lesson. This analysis indicates that students have continual opportunities to practice and be positively reinforced for achieving the standards correctly.

- **To use ample, engaging content to motivate students to learn the English/language arts concepts and standards.** All students are taught age-appropriate Positive Action lessons with engaging and inspiring English/language arts content. The large assortment of curriculum activities and materials includes stories, games, dramas, poetry, class discussion, manipulative, age-appropriate puppets, art projects, songs, posters, journals and many others. The system is a year-long curriculum with 140 fifteen-minute lessons on each grade level.
- **To teach directly the skills for higher-order thinking, which are priority goals of the Common Core State Standards.** Positive Action teaches higher-order and critical thinking by teaching students the whole process of thinking. Positive Action's Think-Act-Feel circle shows them that they have a thought that leads them to an action and the action leads to a feeling about themselves, which leads back to another thought. Comprehending and consciously applying this intuitive approach to the thinking process adds breadth and depth to student thinking and shows them the relationship of thinking to behavior and feelings of self-worth. This higher-order thinking benefits their learning ability and adjustment to life.
- **To teach thinking skills directly.** Of the six units taught at all grade levels, half of Unit 2 is devoted to teaching thinking skills—the positive actions of the intellectual area. In this unit, important thinking skills such as problem solving, decision-making, reasoning, thinking creatively, memorizing and forming good study habits are taught directly with useful tools and experiential practice to solidify the learning. When students learn these thinking skills, they are conscious of them and can use them intentionally to achieve more and feel better about themselves. Units 3 through 6 extend these skills. The Positive Action curriculum encourages students to work together in pairs, small groups and at the classroom level to use their newly learned intellectual and social emotional skills through teamwork.
- **To intrinsically motivate students to achieve and attain in academics—language arts specifically.** Positive Action teaches that you feel good about yourself when you do positive actions and that learning to read, write, listen and obtain other English/language arts skills are positive actions important to building feelings of self-respect. This is important, because feeling good about oneself is a very powerful intrinsic motivator.

In response to growing concerns from the community regarding student achievement, the district will implement a Multi-tiered System of Support (MTSS) for the Priority Schools. (The cost of MTSS training and material is included within the grant- **\$15,000**). Kimberley Park is 1 out of 11 Priority Schools in the Winston-Salem, Forsyth County School District. Priority schools will participate in ongoing MTSS professional development. Various professional development opportunities and instructional strategies that are aligned to the MTSS framework have been identified throughout the grant application. Within this work, schools will review, analyze and coherently act upon data that represent student outcomes across multiple measures (e.g., academics, suspension, attendance, etc.). Parent involvement and consistent communication of student progress is essential within the MTSS framework. The LEA's central office team will assist the school in developing a parent communication plan to keep parents informed regarding the academic and behavioral progress of their children.

The MTSS framework will include:

- Appropriate, targeted instruction
- Evidence-based teaching strategies
- Early intervention
- Accurate assessment with valid, reliable data
- Frequent progress monitoring
- Informed instructional decision

Total Cost of Training: \$15,000 per year for 2 years

Financial Incentives: Ashely will select from a menu of incentives for recruitment and retention.(See Addendum) Recruitment and Retention is crucial in hiring and keeping staff with the skills necessary to meet the needs of the students in a transformation model. Recruitment will be a \$1,000 dollars for certified and \$500 dollars for non-certified instructional staff. Non-Instructional support staff will receive a \$250.00 dollars. Certified and Non-Certified Staff will also receive a performance bonus of a \$1,000 for increasing school-wide proficiency. (See Incentive Pay Chart)

4.) The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support to each Priority School, identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected on the first day of the first school year of "full implementation" (2017-18):

Response: Kimberley Park has selected the Evidence based Whole School Reform. The School Principal, Dr. Amber Baker has been the Principal since 2008. Dr. Baker has a Doctorate of Philosophy in African American Studies and Educational Administration. She has attended the Harvard Institute for Academic Achievement, National Institute for School Leaders, Ruby Payne Framework for Understanding Poverty and the Wake Forest University School Leadership Initiative. Her educational and professional experiences is an asset to Kimberley Park Elementary School

According the US Department of Education the School *Improvement* Grants final requirements states, an LEA implementing an evidence-based, whole-school reform model must implement the model in partnership with a whole-school reform model developer. Under that definition, the LEA must partner with the entity or individual that maintains proprietary rights to the evidence-based, whole-school reform model. If no entity or individual maintains proprietary rights to the model, the LEA must partner with an entity or individual that has a demonstrated record of success in implementing a whole-school reform model and is selected through a rigorous review process that includes a determination that the entity or individual is likely to produce strong results for the school. We were interested in Whole-School Reform because we want all of the stakeholders involved in school/ student success. We believe that the education of the student body includes the engagement of the community, families, administration, teachers and staff as well as the individual students. We will use Positive Action's model of Whole-School Reform. Positive Action's evidence-based outcomes are shown to improve:

- State reading tests by 20%: Kimberley Park's reading proficiency during 2014-2015 was 11.6%.

- State math tests by 51%: Kimberley Park's math proficiency during 2014-2015 was 15.8%.
- School satisfaction on teacher reports by 48%: 78% of Kimberley Park's teachers felt it was a great place to work and learn according to 2016 teacher working conditions survey.

Outcomes are shown to decrease:

- Bullying by 51%: 66% of students felt that bullying was a problem according to the 2014-2015 the district's Student Survey data.
- Violent behaviors by 75%: According to the district's discipline survey data, 45% of office referrals were due to fighting.

Kimberley Park will continue to work towards the district goals and priorities that address high student achievement and continuous improvement by striving to reach a 90% graduation rate and closing the achievement gap between subgroups by 10 percentage points. The district will support the school in reaching this goal in a variety of ways.

The district will develop internal capacity of the Priority Schools to build consensus and the infrastructure to systemically implement a Multi-tiered System of Support (MTSS). Within this work, Kimberley Park will review, analyze and coherently act upon data that represent student outcomes across multiple measures (e.g., academics, suspension, attendance etc). The MTSS framework for this work includes:

- Appropriate, targeted instruction
- Evidence-based teaching strategies
- Early intervention
- Accurate assessment with valid, reliable data
- Frequent progress monitoring
- Informed instructional decisions
- Identifying a universal screener for grades K-12

Central Office support for these schools will be an integral part of the Priority Schools' MTSS work in the strategic building of needed and necessary systems and structures needed to continually support capacity development for sustainability. Central office staff will evaluate current structures, supports as well as barriers to the Priority Schools' implementation of MTSS.

The LEA will support the intervention by offering before and after school tutoring/enrichment beyond the school in the areas of reading, math and science. This will involve additional compensation for teachers and staff who will work during this extended learning time and will be funded by various funding sources including At-Risk and Title I funds. The additional time will allow opportunities for enrichment, effective skill practice in the content areas, and leadership development. Further, the LEA will use data to obtain the impact of the extended time and effectiveness of implementation (**Contracted Transportation \$2,000**).

LEA coaches will collaborate with the Positive Action Project Coordinator/SIG coach to assess the strengths and needs in the Positive Action Model as well as curriculum, instruction and academic achievement. Specifically, the SIG Coach and the School Leadership team will work together to ensure that the intervention is carried out with fidelity by monitoring the implementation of Positive Action Lesson Plans and activities.

The LEA will support continuous professional development by maintaining its time, effort and resources in providing quality professional development. For example, LEA has an established system in place for district PD trainings opportunities such as the Leadership/Teacher Academy, which is designed to equip teachers and leaders with the skills and knowledge to meet the social, emotional, and academic potential of all students. Additionally, the LEA supports opportunities to attend PD from outside entities like the Piedmont Triad Education Consortium (PTEC). The LEA and Positive Action will combine efforts to form a strong supportive framework of PD for teachers which is ongoing, experiential, collaborative and connected to teacher and student outcomes.

The LEA will support continuous organization improvement through the use of Professional Learning Teams (PLTs) and PLT coaches. PLT coaches will work with school administration to guide the continuous improvement process through such activities as; unpacking learning standards achieving collective clarity and agreement regarding specific learning targets; creating assignments and assessments based on the standards; and analyzing the responses. Positive Action will work with PLTs and PLT coaches to work collaboratively to improve staff performance and student learning.

The sustainability plan for Positive Action involves renewing a 3-year subscription from Positive Action and the end of the last funded year. These subscriptions allow the project to continue beyond grant fund and are at a minimal cost. Subscription will give the school permission to copy student activity sheets. Positive Action will send the school additional consumable materials at the start of each year of the subscription.

2016-2017 and 2017-2018- Early Literacy Plan: Kimberley will participate in the Reading Rail Road Xpress literacy program. The goals and objectives for Reading Rail Road Xpress are explicit in supporting the early learning model. The goals of the Reading Rail Road Xpress are the following:

Goal 1: Build capacity of school librarians and teachers. The Objective is to increase participation of school librarians with teachers in professional learning teams focusing on literacy.

Goal 2: Increase use of technology to deliver instruction. The Objective focuses upon providing coaching and PD for librarians and teachers on the effective uses of the Google Haiku Learning Management System and utilizing mobile devices and digital resources to create an engaging, personalized learning environment.

Goal 3: Increase access to print and digital resources. The Objective is to increase the number of current, high-interest, high quality print and electronic materials in homes and in school libraries.

Goal 4: Increase family engagement. The Objective is to extend literacy activities into the home and local neighborhoods. Outcomes include:

1. Increase the percentage of Pre-K students who achieve significant gains in the Teaching Strategies Gold assessment tool for birth-kindergarten.

2. Increase K readiness for target students as measured by the DIBELS/Text Reading Comprehension (TRC) assessments;
3. Increase school book to student ratios
4. Improve school collection ages;
5. Distribute at least one free book per student
6. Increase family engagement in literacy through book distributions and family literacy events.
7. Increase the use of digital technology tools and the utilization of Google Haiku for the delivery of literacy instruction.

Strategies and Activities include PD provided by The Hill Center and the WS/FCS Digital Teaching and Learning Coach (DTL) for school librarians and all PK/K/First Grade teachers at the targeted schools; literacy focused PLTs; increased opportunities for grade level collaboration across content areas; purchase of high quality, culturally sensitive material for home and school libraries including print and EBooks (E-Read Home Express); funding literacy events (home libraries/family literacy book bags [Pack It and Take It]); the establishment of summer media hours (Just the Ticket: Summer Express), whole school/family book and magazine distributions; author visits, and the use of the Reading Rail Road Xpress bus (**Family Reading Depot and Book Distribution for home libraries \$10,000**).

2016-2017 and 2017-2018 Early Learning Plan

Kimberley Park has full day Pre-K and Kindergarten Classes. The school will have one teacher leader serving as Power of K teacher leader. The WS/FCS Power of K Kindergarten Teacher Leader Initiative is phase II of WS/FCS Ready Classrooms work and is one effort to strengthen, broaden and sustain appropriate kindergarten practices across the district. The WS/FCS Power of K (WS/FCS POK) initiative is long-term professional development to address the identified need for a strong focus on kindergarten instructional practices and is modeled after the state-wide initiative of the same name. The overall purpose of WS/FCS POK will be to identify and provide professional development and support for a selected group of up to 30 kindergarten teachers to become leaders in the district and in time, to serve as district-level model classrooms. Over a 2 year process, and potentially longer, the kindergarten teachers selected for this project will be provided with comprehensive professional development related to translating research into practice, including but not limited to the following topics: •Teacher leadership development •Child development and brain research and their implications for classroom instruction with young children •Creating appropriate and engaging environments for active learning •A balanced approach to instruction including teacher-directed learning experiences and child-initiated experiences; active learning times and listening times; a variety of learning contexts and strategies to support all learners through challenging (rigorous) achievable experiences; intentional play-based, playful learning experiences that address learning standards; appropriate and effective curriculum and assessment practices for working with kindergarten age children and how to use data gathered for instructional decision-making. The effective use of learning centers with intentional play-based learning experiences and how this supports children's self-regulation, oral language and vocabulary development. Kindergarten practices that support the development of the whole child with clear connections to the WS/FCS goals and priorities and WS/FCS Ready Schools strategies of: Building and strengthening intentional and meaningful partnerships with families and the community; Building and strengthening meaningful connections between 0-3, prek-3rd grade programs across the district;

Implementation of the state-wide Kindergarten Entry Assessment (KEA) process. Kimberley Park will collect data on early childhood experiences in PreK and Kindergarten classrooms using the EduSnap observation tool. The EduSnap Data will guide professional development efforts, motivate change in early learning instructional practices and monitor progress. The EduSnap's greatest strength lies in promoting important conversations about constructs of quality in classroom practice in order to motivate and guide change. The school needs more days of Speech Therapy from the district to support language development of students in grades PreK-Kindergarten. The EduSnap offers states, districts, and schools a classroom observation measure that quantifies children's experiences of activity settings, content areas, and learning and teaching approaches in P-5 classrooms, and tools and resources to support the effective use of data (**EduSnap \$12,000**).

5.) (If Applicable) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers to ensure their quality, and regularly review and hold accountable such providers for their performance:

Response: Dr. Judy Elliott, former Chief Academic Officer for the Los Angeles Unified School District, was invited to our district to speak about MTSS because she has experience using this particular framework in district's comparable to our own. She has trained thousands of staff, teachers, and administrators in the United States and abroad, in the areas of inclusive schooling that include: linking assessment to classroom intervention, strategies and tactics for effective instruction, curriculum adaptation for students with mild to severe disabilities, and collaborative teaching. School administrators and Central Office personnel expressed an interest in continuing a partnership with Dr. Elliott. The district will conduct a professional development and program evaluation after each training with Dr. Elliott for review of performance and feedback. The district will also conduct instructional rounds with Dr. Elliott to monitor fidelity.

The LEA/school reviewed approved Whole-School Reform models and decided to partner with Positive Action. Positive Action was selected based on evidence of effectiveness through the *What Works Clearinghouse* with favorable outcome standards. It had a statistically significant favorable impact on student academic achievement, with no statistically significant or overriding unfavorable impacts on the outcome for relevant populations. Studies of the intervention reviewed by and reported by the *What Works Clearinghouse* also included multi-site samples. The district will progress monitor student achievement and discipline for efficacy of Positive Action by analyzing student data every three to nine weeks. Additionally, the LEA will conduct a program evaluation with a research analyst to determine the level of effectiveness of Positive Action at Kimberley Park Elementary.

6.) The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention:

Response: Kimberley Park participates in the Community Eligibility Program (CEP) program where 100% of students are eligible for free lunch. The school receives Title I funding, Priority Funds for School Improvement, and local At-Risk funds. These funds are primarily used for salaries. A small portion is used for supplies and materials and other expenses. The district also provides instructional coaches two days a week to support various content areas. These coaches will work collaboratively with positive action for

continuity. Kimberley Park will develop a plan to utilize a universal screener to identify students in need and build targeted programming or interventions into a system of support.

Community partnerships with the School Health Alliance will provide additional health and mental health services at Kimberley Park.

Kimberley Park is also a PBIS School with PBIS teacher leaders who will ensure that Positive Action lessons are used within their framework. PBIS promotes school-wide discipline with an emphasis on school wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional. The Positive Action model is aligned to the implementation of MTSS.

7.) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively:

Response: The LEA will support continuous professional development by maintaining its time, effort and resources in providing quality professional development. For example, LEA has an established system in place for district PD trainings opportunities such as the Leadership/Teacher Academy, which is designed to equip teachers and leaders with the skills and knowledge to meet the academic potential of all students. Additionally, the LEA supports opportunities to attend PD from outside entities like the Piedmont Triad Education Consortium (PTEC). Because of these already established pathways to PD, LEA coaches and the school administration team will collaborate their efforts to provide professional development assistance in areas such as content, lesson planning, school improvement, and instructional leadership.

The LEA will support continuous organization improvement through the use of its Professional Learning Teams (PLTs) and PLT coaches. School administration team and PLT coaches will work together to guide the continuous improvement process through such activities as unpacking learning standards, achieving collective clarity and agreement regarding specific learning targets, creating assignments and assessments based on the standards, and analyzing the responses and determining options for adjusting and strengthening instruction. School Administration Team and LEA coaches will also discuss evidence-based strategies that impact student achievement as well as ways to differentiate.

The district will implement an academic support team made up of district coaches that are dedicated specifically to priority schools. Bi-monthly learning walk meetings chaired by the principal will be used to review, discuss and analyze data, strategies and progress. Members of the school instructional team attend the meetings, in addition to the assistant superintendent for elementary schools, Priority Schools Coordinator, Program Managers, Coaches, and a Title I representative. This process increases the level of accountability of all parties. Data benchmarks, common formative assessments, classroom walkthroughs, and observations) will drive the conversations to ensure immediate action is taken to make instructional adjustments.

8.) The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve (for example, by creating an LEA turnaround office):

Response: The WSFCS Priority Schools Coordinator will monitor school turnaround in the district's lowest performing schools. This will include supervising Priority schools; ensuring that each school develops a credible plan to implement the transformation or whole-school reform model. The district will establish a Priority Schools Network for support and collaboration with school reform efforts. A budget specialist will be hired to provide effective oversight and support for the implementation of Whole School Reform Model. Each school will contribute to the funding of the position at a prorated amount, which will be determined by the number of schools awarded SIG funding. Total cost is \$63,744 including fringe benefits.

The School will hire a SIG coach that will provide modeling, coaching and professional development. They will provide teachers with the best instructional intervention strategies to improve teaching and learning and close achievement gaps. The SIG Coach will also provide oversight and support for the implementation of Positive Action at the school level.

A District MTSS Leadership Team will be developed to guide the work at Central Office that is representative of all those departments that touch the Priority Schools. This team will be in charge of health and wellness checks for the Priority Schools to ensure they are making progress, getting supports and MTSS PD on an ongoing basis.

9.) The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis:

Response: The Positive Action system includes tools to engage families and communities. The family component includes materials for families to utilize at home and for use in family classes. There are seven two-hour family classes planned throughout each implementation year of the grant. These classes will be organized by the project coordinator and taught by an instructor who is familiar with the Positive Action curriculum. Each two-hour family class will cover a unit concept. There have been two randomized controlled trial of the family classes which show a 9.8% increase in family cohesion, a 14.2% increase in parent/child bonding, and a 17.2% decrease in family conflict (parent outcomes).

The community component includes the "Community Kit" which encourages community members to contribute to building a healthy, vibrant, and positive community. A Positive Action community committee unites leaders from different subgroups in the community, forming a coalition that promotes positive separate community group activities and community-wide activities and events. The community component will be ongoing throughout grant implementation years (and beyond if possible) and be overseen and organized by the project coordinator.

In addition to what Positive Action is providing, Kimberley Park has a full-time Parent Involvement Coordinator. The Parent Involvement Coordinator and school leadership team will do the following to foster family and community engagement: (1) providing a clear communication plan with parents/caregivers about their child's progress ensure that there are bilingual translators available on each grade level team to communicate regularly with parents. (e.g. electronic communication or phone calls by advisors to parents/caregivers); (2) conducting student led conferences for students to share their process; (3) conducting MTSS intervention meetings with students and parents/caregivers; (4) structuring parent/caregiver information opportunities on issues critical to students' success such as the school's curriculum, social and emotional needs. (5) providing parent/caregiver school with ongoing orientation sessions and review of

quarterly progress data; (6) supporting parents in creating a Parents Advisory/PTA. (7) offering an onsite Parent Academy by partnering with Faith Based and Community Partners to assist parents with financial planning, Job Coaching, GED and Computer Classes on the Kimberley Park Campus.

10.) The LEA must describe how it will sustain the reforms after the funding period ends:

Response: The sustainability plan for Positive Action involves renewing a 3-year subscription from Positive Action and the end of the last funded year. These subscriptions allow the project to continue beyond grant funding and are at a minimal cost (\$3,960). Subscriptions will give the school permission to copy student activity sheets. Positive Action will send the school additional consumable materials at the start of each year of the subscription. Kimberley Park Elementary will use their regular 050 Title I funds as well as local flexible funds to sustain the program once the funding period has ended. We will continue to seek additional grant funding opportunities. Kimberley Park Elementary will spend the funding period to provide pervasive coaching and support to build sustainability within the faculty to maintain best practice strategies after the grant funding period is ended.

11.) The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies

We will be using Positive Action's model of Whole-School Reform. Evidence-based outcomes are shown to improve:

- State reading tests by 20%: Kimberley Park's reading proficiency during 2014-2015 was 11.6%.
- State math tests by 51%: Kimberley Park's math proficiency during 2014-2015 was 15.8%.
- School satisfaction on teacher reports by 48%: 78% of Kimberley Park's teachers felt it was a great place to work and learn according to 2016 teacher working conditions survey.

In addition to Positive Action's Model we will use MTSS is a systemic, data driven and coherent continuum of increasingly intense, evidence-based practices provided to students that helps them to learn by rapidly responding to their academic and/or behavioral needs. It provides a framework within which all instruction, both academic and behavior and supports fit.

The approach for this work is best built by collaboratively planning and delivering professional development for Priority Schools and with Central Office Leadership to ensure a common language, common understanding of MTSS from the boardroom to the classroom. Elements of this work will include but not limited to -

- A minimum of a one to two-day MTSS overview for District leaders (Key Central Office staff, select board members et al.) with an emphasis on consensus building and evaluating current and needed infrastructure to support the data driven work. This will allow staff to calibrate knowledge, establish a common language, common understanding of MTSS, and delve into the critical foundation and current District/School structures that can support and/or are barriers to District-wide implementation.

- Central Office staff will develop an initial 2-year MTSS implementation plan that includes an evaluation component for Priority Schools. School-wide data will be used to tailor the plan to the needs of each Priority School. District-wide data will be used to inform the plan that will also include building capacity of internal staff to lead and support the implementation of MTSS as well as train School-based Leadership Teams (SBLTs) that results in sustainability and improve outcomes for students and Priority Schools.
- Collaboratively develop a two-year MTSS professional development plan (Five days per school year) for Priority School-based Leadership Teams (SBLTs). This professional learning will be framed by the Six Critical Components of MTSS –
 - Leadership,
 - Data Evaluation,
 - Multiple Tiers of Instructions and Intervention,
 - Communication and Collaboration,
 - Capacity Building and Infrastructure, and
 - Problem-Solving

A professional development scope and sequence will be developed (examples included) that will create the conditions for this work and include, but *not* limited to:

- Deepen understanding of the Multi-tiered Systems of Support
- System Change Process – the What and Why
- Actively participate in consensus building activities that can generalize to the whole school (Belief Survey)
- Selecting a representative SBLT
- Understand the importance and role and responsibility of the SBLT
- Understand what types of data are utilized to evaluate the health of the core
- Use of the 4-step problem solving process for student, classroom, grade/content area, and District levels
- Introduction and use of the tools to include Self-Assessment of MTSS (SAM) to evaluate where they are as well as growth over the year in the critical areas of MTSS; and the Belief Survey. A variety of other qualitative tools are available as appropriate.
- Developing Tiered systems that support instruction and intervention
- Evaluation of current systems, structures, schedules for return on investment in terms of improved student outcomes across multiple measures
- Data collection, progress monitoring and formative assessments to inform the return of investment on student outcomes and Priority School growth in targeted areas.
- Half-day to a full-day overview of and orientation of MTSS and the professional development plan for Priority School principals prior to selecting and training SBLTs.

A District based Leadership Team to guide the work at Central office that is representative of all those departments that touch the Priority Schools. This team will be in charge of health and wellness checks for the Priority Schools to ensure they are making progress, getting supports and PD needed.

12.) The LEA must describe how it will monitor each Priority School, that receives school improvement funds including by:

- a. **Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics:**

b. Measuring progress on the leading indicators as defined in the final requirements:*Response:*

Over the past three years, the grade level proficiency in reading for students in Grades 3-5 have steadily decreased, therefore Kimberley Park Elementary will focus on the following reading priorities and goals.

Priority 1: To increase the number of proficient students in reading by 5% as measured by Grade Level Proficiency in 2016-2017.

Goal 1: By 2017, to increase proficiency in the area of reading from 13.4% proficient at the end of the 2015-2016 school year to 18.4% at the end of the 2016-2017 in grades 3-5.

Goal 2: Reading proficiency for Limited English Proficient (LEP) students in grades 3 through 5 will increase by 10% from less than 5% in 2015-2016 to as measured on state End-of-Grade (EOG) assessments by 2016-2017. LEP students will increase math proficiency from 00.0% to 15.0% as measured on the EOG test.

Goal 3: African American students will increase reading percent proficiency from 15.6% to 30.6% as measured by EOG test.

Goal 4: Economically Disadvantaged students will increase reading percent proficiency from 13.2% to 28.2% as measured by EOG test.

Goal 5: Hispanic students will increase math proficiency from 19.4% to 34.4% as measured by EOG test.

Goal 6: LEP students will increase math proficiency from 00.0% to 15.0% as measured on the EOG test.

District Goal Alignment: By 2018 raise the performance bar and close the achievement gap by 10%.

Action Steps:

- Reduce class size
- Implement a Reading Intervention Team. This team will work with non-proficient students in the areas of reading as identified by a universal screener, formative and summative assessments.
- Provide staff development in the areas of:
 1. Balanced Literacy
 2. Differentiation
 3. Higher Order Thinking
 4. Open-ended Questioning Techniques
 5. Rigor Training
- ❖ To increase reading for the LEP subgroup the following additional steps will be taken
 - Expand the implementation of the SIOP model for instruction currently used in ESL classes to provide framework for instructional practices in regular classrooms.

- Provide 2 week summer enrichment program
- Train cadre of teachers in SIOP model to include:
Literacy coaches (1 teacher per grade 3 through .
- Plan for monthly common planning for ESL trained staff and classroom teachers to focus on support of SIOP model implementation in classrooms.
- After School Tutorial
- Children's Defense Fund Freedom School Training

Assessment(s) and/or Other Indicators Used to Determine Measurable Goals:

- Increased teacher retention rate
- Benchmark Assessments
- Observations of Standard Based learning
- Common formative assessments
- Personalized Education Plan (PEPs)
- Quarter tests
- Lesson plans
- MTSS meeting minutes
- Professional Learning Team meeting minutes
- Progress monitoring of interventions with fidelity
- Coaching feedback & classroom walks
- Formal and informal observations
- Formative & summative assessments
- Grade level minutes
- Snapshots

Monitoring Dates/ Interim and Final Timeline of Evaluation:

- Quarterly benchmark assessments,
- Bi-monthly RTI meetings,
- State assessments (End-of-Grade(3-5)),
- Annual state report,
- DIEBELS (K-2),
- Blue Diamond-Quarterly,
- Weekly and bi-weekly assessments, or as deemed necessary to assess
- Monitor student progress, daily & weekly monitoring will be on-going throughout the year

Indistar Indicator: A3.04 Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment. (5113)

Over the past three years, the grade level proficiency in math for students in Grades 3-5 have steadily decreased, therefore Kimberley Elementary will focus on the following math priorities, goals, and objectives.

Priority 2: To increase the number of proficient students in Math by 10% as measured by Grade Level Proficiency from 21.6% to 26.6% in 2016-2017.

Priority 2: To increase the math proficiency for grades 3-5 by 5%.

Goal 7: African American students will increase math percent proficiency from 19.5% to 34.5% as measured by EOG test.

Goal 8: Economically Disadvantaged students will increase math percent proficiency from 22.0% to 37.0% as measured by EOG test.

Goal 9: Hispanic students will increase math proficiency from 41.9% to 56.9% as measured by EOG test.

Goal 10: LEP students will increase math proficiency from 21.4% to 37.4% as measured on the EOG test.

District Goal Alignment: By 2018 raise the performance bar and close the achievement gap by 10%.

Action Steps:

- Monitor the use of standards of mathematical practices daily.
- Utilize after-school tutorial & summer enrichment as well as Saturday Academy to increase academic achievement through accelerating activities.
- Staff development includes:
 1. Summer Learning & After-school Conference
 2. Computer integration into the curriculum
- Hands-on Activities training

Assessment(s) and/or Other Indicators Used to Determine Measurable Goals:

- Observations of Standard Based learning
- Common formative assessments
- Personalized Education Plan (PEPs)
- Quarter tests
- Lesson plans
- MTSS meeting minutes
- Professional Learning Team meeting minutes
- Progress monitoring of interventions with fidelity
- Coaching feedback & classroom walks
- Formal and informal observations
- Formative & summative assessments
- Benchmark Assessments
- Grade Level Minutes
- Class schedules
- Hands-on Activities training

Monitoring Dates:

- Quarterly, daily
- Weekly planning meetings
- Early release days.
- Assessments will be conducted, weekly, bi-weekly, quarterly, or as deemed necessary to assess and monitor student progress.
- Daily & Weekly monitoring will be on-going throughout the year via lesson plan reviews.

Indistar Indicator: A3.04 Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment. (5113)

As of May 23, 2016, Kimberley Park Elementary School has 55 office referrals and 25 total suspensions.

Priority 3: To decrease discipline office referrals and suspensions by 10%

Goal 8: The goal for Kimberley Park Elementary School for the 2016-2017 school year is to decrease our office referrals from 55 to 45, which equates to a 12% decrease.

Goal 9: To decrease our suspensions from 25 to 15 by 2016-2017.

Final Requirement Leading Indicator(s)	Response for baseline year (2015-2016)	How Progress will be Monitored	Timeline of for Monitoring Progress
1.) Number of minutes within the school year for 2015-2016	64,800 minutes	We will monitor this information through power-school.	-Yearly
2.) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	EOG (GLP) Math—25.7% EOG (GLP) Reading—16.5% See LEP, African-American, Hispanics, and Economically disadvantaged students	Student Outcomes: Teacher Common Assessments, EOQ Benchmark Assessments, fluency checks and EOG Tests	Student Outcomes: Every three weeks for common assessments -Quarterly for EOQ -Yearly for EOGs Teacher Outcomes: -Monthly, -Quarterly -Yearly
3.) Dropout rate	NA- This only applies to high schools	Student Outcomes: Teacher Common Assessments, EOQ Benchmark Assessments, fluency checks and EOG Tests, Discipline referrals, and student attendance. We have an early dropout prevention model that we employ throughout the district.	Student Outcomes: Every three weeks for common assessments -Quarterly for EOQ -Yearly for EOGs Review discipline data quarterly.
4.) Student attendance rate	The average daily attendance/% in attendance for year for months 1-9 was (232)94.0%.	Student Outcomes: monitor power school reports.	Student Outcomes: Based on timeline indicated for the student's ALC assignment. Also,
5.) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or	NA- This only applies to high schools	Student Outcomes: Teacher Common Assessments, EOQ Benchmark Assessments, fluency checks and EOG Tests, monitor course enrollment in PowerSchool.	Student Outcomes: Every three weeks for common assessments -Quarterly for EOQ -Yearly for EOGs Student course enrolments: -Monthly -Quarterly -Yearly

dual enrollment classes			
6.) Discipline incidents	The highest incident type reported was disruptive behavior at 42.0%.	Monitor PowerSchool reports and school level office referral data.	Student Discipline Outcomes: -Monthly -Quarterly -Yearly
7.) Chronic Absenteeism Rates	14.44%	WS/FCS partnered with SAS® to create a research-based Early Warning Tracking System unique to our district known as Technology Reaching All Children Systematically (TRACS). TRACS provides alerts via the computer to key personnel at all WS/FCS schools relating to student risk factors (attendance, teacher grades, disciplinary referrals) allowing for earlier interventions. TRACS will complement the SWIS (School Wide Information System) for PBIS. The SWIS Suite is a reliable, web-based information system to collect, summarize, and use student behavior data in a confidential way for decision making.	Student Absence Outcomes: -Monthly -Quarterly -Yearly
8.) Distribution of teachers by performance level on an LEA's teacher evaluation system	See graph in data needs assessment (question 1) for baseline data on the 6 teacher evaluation standards	The distribution of teachers' performance on the state teacher evaluation system is continually monitored at both the school and district level. Teachers rated as Not Proficient are monitored more frequently, and may be placed on an improvement plan. The process of carrying out this evaluation at the school level is carefully and continuously monitored by the district Human Resources Department.	The frequency and thoroughness of the monitoring for individual teachers varies according to the prior performance level and years of experience/ licensing requirements. Teacher Outcomes: -Monthly -Quarterly -Yearly

9.) Teacher attendance rate	Teacher count-- 32 Absences----- 416.73 Attendance rate---- 93.65%	The LEA records teacher absences in the system and flags teacher that have missed more than 10 days of work. We will monitor that report at the school level.	Teacher Outcomes: -Monthly -Quarterly -Yearly
13.) (If Applicable) An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements:			
<i>Response: N/A</i>			
14.) Due to the timeline for the 2016 NC SIG Competition, all LEAs will use the first year of its School Improvement Grant award for planning and other pre-implementation activities for each eligible / awarded school. Therefore, the LEA must include a description of the activities, the timeline for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention for the first day of the first "full-implementation year" (2017-18):			
<p>Positive Action Activities:</p> <p>2016 – 2017 (Planning Year): December 2016: Hire the Project Coordinator/SIG Coach January and February 2017: School leadership, Project Coordinator, & Support Staff Training; Teacher Intro Site Needs Assessment (1 day on-site) Coordinator Intensive Training Project (8 hours online) School Leadership and All Site Staff Training (1 day on-site) March 2017: Soft Launch Project Coordinator Follow Up Training (8 hours online) Continue all school leadership and all site staff training (August 2017) Finalize training prior to full implementation (June 2017)</p> <p>2017 – 2018 (Implementation Year #1): All Leadership & Staff Ongoing Professional Development (August, 1 day on-site) Program Kick-Off (September, Start of semester) Continued Project Coordinator On-Line Training & Support (4 hours online) All Leadership & Staff Ongoing Professional Development – Mid-Term (1 day on-site) All Leadership & Staff Ongoing Professional Development – Wrap Up (1 day on-site)</p> <p>2018 – 2019 (Implementation Year #2): All Leadership & Staff Ongoing Professional Development (August, 1 day on-site) Program Kick-Off (September, Start of semester) Continued Project Coordinator On-Line Training & Support (4 hours online) All Leadership & Staff Ongoing Professional Development – Mid-Term (1 day on-site) All Leadership & Staff Ongoing Professional Development – Wrap Up (1 day on-site)</p> <p>2019 – 2020 (Implementation Year #3): All Leadership & Staff Ongoing Professional Development (August, 1 day on-site) Program Kick-Off (September, Start of semester) Continued Project Coordinator On-Line Training & Support (4 hours online)</p>			

All Leadership & Staff Ongoing Professional Development – Mid-Term (1 day on-site)

All Leadership & Staff Ongoing Professional Development – Wrap Up (1 day on-site)

2020 – 2021 (Sustainability Year): All Leadership & Staff Ongoing Professional Development (August, 1 day on-site)

Program Kick-Off (September, Start of semester)

Continued Project Coordinator On-Line Training & Support (4 hours online)

All Leadership & Staff Ongoing Professional Development – Mid-Term (1 day on-site)

All Leadership & Staff Ongoing Professional Development – Wrap Up (1 day on-site)

Order a 3year subscription of the kits for sustainability plan.

Positive Action Outcomes:

It is important that all school staff are familiar and comfortable with the curriculum and the project to be implemented. The above steps, as discussed with Positive Action consultants, are recommended to ensure comprehensive understanding by all staff members.. Positive Action has also assured Kimberley Park Elementary that questions from administration, school staff, or project coordinator may be answered at any time by calling a Positive Action consultant. The implementation of Positive Action with fidelity will increase student outcomes with discipline and student achievement.

Date for Activity	Activity	Outcome
September 2016	<u>Principal and Teacher Evaluation Training</u> Orientation and Training with the principals, Asst. Principals, central office and teachers. Reintroduce the evaluation instrument by reviewing the standards, elements, evidences and rubric ratings with school level staff after retraining School administrators and central office staff.	Administrators, teachers, and central office staff will have a thorough knowledge of what teaching and student behaviors look like for all elements at all levels of the evaluation rubric. Teachers and administrators will also provide exemplars of possible evidence to support evaluation ratings.
October-November 2016	<u>Multi-Tiered System of Support Training</u> A minimum of a one to two-day MTSS overview for District leaders (Key Central Office staff, select board members et	District and School based teams will calibrate knowledge, establish a common language, common understanding of MTSS, and delve into the critical foundation and current District/School structures that can support and/or are barriers to District-wide implementation.

<p>January-February 2017</p>	<p>al.) with an emphasis on consensus building and evaluating current and needed infrastructure to support the data driven work.</p> <p>Work with Central Office Priority Schools and MTSS Coordinator to develop an initial 2-year MTSS implementation plan that includes an evaluation component for Priority Schools.</p>	<p>District-wide data will be used to inform the plan that will also include building capacity of internal staff to lead and support the implementation of MTSS as well as train School-based Leadership Teams (SBLTs) that results in sustainability and improve outcomes for students and Priority Schools. School based teams will use data to differentiate instruction and determine targeted interventions within core instruction.</p> <p>Implementing and establishing a common understanding of MTSS will ensure success by ensuring that structures for professional learning, collaboration, and communication are in place to implement the system of support effectively.</p>
<p>April –June 2017</p>	<p>School-wide data from a universal screener and common formative assessments will be used to tailor a plan to the needs of each Priority School.</p> <p>Continue developing the MTSS professional development plan by working with individual (Five days per school year) Priority School-based Leadership Teams (SBLTs). This include site visits with the MTSS Consultant and District team. This professional learning</p>	<p>Evidence of quality researched based instruction and assessment strategies that are targeted to the meet the diverse needs of students</p> <p>Reduction in behavior problems</p> <p>Maximize all student learning in and out of the general classroom and appropriate identification of students with special needs.</p>

	<p>will be framed by the Six Critical Components of MTSS</p> <p>Leadership, data Evaluation, Multiple Tiers of Instructions and Intervention, Communication and Collaboration, Capacity Building and Infrastructure Problem-Solving</p> <p>Continue Site Visits of Priority Schools and work on implementing the six critical components of MTSS:</p> <p>Refinement of an aligned, comprehensive assessment system to continually inform practice Identification of researched based curriculum and instructional practices Determination of prevention levels of evidence based interventions Development of student support teams and referral procedures.</p>	
January 2017	<p><u>Personnel</u></p> <p>Hire a full time SIG Coach will also provide</p>	<p>Ensure that the intervention model is successful as evident by total school improvement as measured by value-added growth and proficiency.</p>

	<p>effective oversight and support for the implementation of the Transformation model and MTSS.</p> <p>Hire a full time Budget Specialist will oversee and coordinate SIG funds and work collaboratively with the Priority Schools Coordinator and SIG Coach to ensure program quality.</p>	
<i>PHASE 2: August 2017-June 2018</i>		
Date for Activity	Activity	Outcome
August, 2017-June 2018	<p><u>Financial Incentives</u></p> <p>Offer recruitment bonuses for all Certified and Non-Certified Staff.</p> <p>Offer performance bonuses based on an increase in school wide proficiency for all Certified and non-Certified Staff</p>	<p>Have all hard to staff positions filled by the start of school.</p> <p>Decreases in the teacher turn-over-rates.</p> <p>Increase in school-wide proficiency and value added growth in all academic areas.</p>
September 2017- June 2018	<p><u>Continue Multi-Tiered System of Support Training</u></p> <p><u>Schools will receive training on the following MTSS Structures:</u></p>	<p>Use student progress data to determine the effectiveness of interventions.</p> <p>See evidence of progress in identified gap areas and subgroups.</p>

- **Assessment:**
Ensure that every school has a universal screener and has designed and implemented a progress monitoring schedule every three weeks.
- **Determination of Interventions:**
The frequency, length, and number of intervention sessions for each tiered level.
- **Documentation:**
Design a system for documenting interventions to inform decisions and to track student progress among support team members.
- **Student Support Teams:** Establish a cross team of educators who are involved monitoring student performance, evaluating and documenting interventions.
- **Training on SAM:** Self-Assessment of MTSS system to evaluate where they are areas of growth and use this information to inform next steps for training. Teachers will

	also complete a belief survey	
September 2017-June 2018	<p><u>Early Learning</u></p> <p>Continue the Reading Railroad Early Literacy Plan to support in home libraries. Increase Kindergarten readiness for target students as measured by DIBELS/Text Reading Comprehension.</p> <p>Train Pre-K-1st grade on the effective use of learning centers with intentional play-based learning experiences and how this supports self-regulation, oral language, and vocabulary development.</p>	<p>Increase the number of proficient readers in K-5th grade as measured by Text Reading Comprehension and End-Of-Grade assessment.</p> <p>Increase the use of digital resources and home libraries. Increase the use of digital technology tools. Increase literacy proficiency of students in grades K-3.</p> <p>Use the observation tool EduSnap to evaluate how students in PreKindergarten-1st grade spend their day. This data will help us identify targeted professional development for teachers of young children.</p>
March-June 2018	<p><u>Development of Annual Implementation Plan and Calendar for 2017-18</u></p> <p>SIG Coaches, SIG Budget Specialist and Priority Schools Coordinator will conduct a program quality review to determine strengths, weaknesses, and next students to create an action plan for the next school year for continuous improvement.</p>	<p>Program Evaluation will determine the level of effectiveness of the intervention model.</p>

June 2018	<u>School Leadership Development</u> Training on how to examine school needs in a broader context such as race, culture, equity, socioeconomic status and social justice in urban classrooms.	Increase proficiency levels among various achievement levels of students and subgroups. Increases in the number of teachers' proficient or accomplish on Standard II meeting the diverse needs of students on the teacher evaluation instrument.

Phase 3: August 2018- June 2019

The subsequent implementation years follow the pattern of the 2017-18 year and conclude with a Sustainability Plan

Date for Activity	Activity	Outcome
August, 2018-June 2021	<u>Financial Incentives</u> Offer recruitment bonuses for all Certified and Non-Certified Staff. Offer performance bonuses based on an increase in school wide proficiency for all Certified and non-Certified Staff	Have all hard to staff positions filled by the start of school. Decreases in the teacher turn-over-rates. Increase in school-wide proficiency and value added growth in all academic areas.

<p>September 2018-ongoing</p>	<p><u>Continue Multi-Tiered System of Support Training</u></p> <p><u>Schools will receive training on the following MTSS Structures:</u></p> <p>Assessment: Ensure that every school has a universal screener and has designed and implemented a progress monitoring schedule every three weeks.</p> <p>Determination of Interventions: The frequency, length, and number of intervention sessions for each tiered level.</p> <p>Documentation: Design a system for documenting interventions to inform decisions and to track student progress among support team members.</p> <p>Student Support Teams: Establish a cross team of educators who are involved monitoring student performance, evaluating and documenting interventions.</p> <p>Training on SAM: Self-Assessment of MTSS system to evaluate where they are areas of growth and use this information to inform next steps for training. Teachers will also complete a belief survey</p>	<p>Use student progress data to determine the effectiveness of interventions.</p> <p>See evidence of progress in identified gap areas and subgroups.</p>
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<p>September 2018-Ongoing</p> <p>September 2018-2021</p>	<p><u>Early Learning</u></p> <p>Continue the Reading Railroad Early Literacy Plan to support in home libraries. Increase Kindergarten readiness for target students as measured by DIBELS/Text Reading Comprehension.</p> <p>Train Pre-K-1st grade on the effective use of learning centers with intentional play-based learning experiences and how this supports self-regulation, oral language, and vocabulary development.</p>	<p>Increase the number of proficient readers in K-5th grade as measured by Text Reading Comprehension and End-Of-Grade assessment.</p> <p>Increase the use of digital resources and home libraries. Increase the use of digital technology tools. Increase literacy proficiency of students in grades K-3.</p> <p>Use the observation tool EduSnap to evaluate how students in PreKindergarten-1st grade spend their day. This data will help us identify targeted professional development for teachers of young children.</p>
<p>March-June 2021</p>	<p><u>Development of Annual Implementation Plan and Calendar for 2017-18</u></p> <p>SIG Coaches, SIG Budget Specialist and Priority Schools Coordinator will conduct a program quality review to determine strengths, weaknesses, and next students to create an action plan for the next school year for</p>	<p>Program Evaluation will determine the level of effectiveness of the intervention model.</p>

	continuous improvement.	
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15.) (If Applicable) For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must 1.) Identify which element it chooses to modify, and 2.) describe how it will meet the intent and purpose of that element:

Response:

16.) (If Applicable) For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will:

- a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served:**
- b. Partner with a whole school reform model developer, as defined in the SIG requirements:**

Response: Positive Action has evidence of effectiveness that includes three studies that meet What Works Clearinghouse (WWC) evidence standards and found statistically significant favorable impacts. Positive Action has been WWC-listed since 2006. The populations in the study mirror that of Kimberley Park Elementary. According to the WWC review, Positive Action improved student achievement an average of 1 percentile points in reading and math and improved student attainment by reducing retentions in grade and absenteeism. Positive Action, Inc. is submitting three studies for consideration: one quasi-experimental matched-control study that, because it included demonstration of pretest comparability on academic outcome measures, meets WWC evidence standards with reservations (Flay & Allred, 2003), and two randomized controlled trials (RCTs) that meet WWC evidence standards without reservations (Snyder et al., 2010; Bavarian et al., 2013). In both of the RCTs, schools were randomly assigned to conditions (Positive Action and Control) from matched pairs (10 pairs of urban, suburban and rural schools [primarily Pacific Island, Asian and White students] in Hawaii and 7 pairs of disadvantaged inner-city schools in Chicago [primarily African-American, Hispanic and White students] so that, despite the small numbers, schools in the two conditions were statistically equivalent at baseline. In each trial, a cohort of students was followed, from grades 2 and 3 to grade 5 in Hawaii and from grades 3 to 8 in Chicago. For academic outcomes consistent with the WWC, we report below the Improvement Index (II, percentile gain for the average student; this means that some results appear to be different than the originally reported %RRs); for behavioral outcomes affecting academic outcomes, we report the percent relative improvement (%RR, the difference between groups at post-test minus any difference at pretest all divided by the control group pretest mean); for both kinds of outcomes, we also report (where available) the related standardized effect size (ES). Achievement: The Quasi-Experimental study (Flay & Allred, 2003), which used archival, school-level data from a large urban southeastern school district (primarily White, African-American, Hispanic, Caribbean and Native American students), suggested that Positive Action produced effects on multiple student outcomes during elementary school. These included a 45% improvement in standardized reading scores (with this effect being larger in schools with higher proportions of students receiving free/reduced price lunch). This study also allowed for follow-up analysis of the performance of students in middle schools and high schools with different proportions of Positive Action graduates from elementary schools. Middle schools with higher proportions of Positive Action graduates reported a 21% increase in standardized reading scores and a 16%

increase in standardized math scores. High schools with higher proportions of Positive Action graduates also reported improved scores on standardized tests: 11% for reading and 10% for math. This study suggests that Positive Action improves the program schools of the elementary level as well as the schools they feed into both middle school and high school. Positive Action and Kimberley Park Elementary will enter an agreement and mutually sign an MOU as soon as grants announcement have been made.

17.) (If Applicable) For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools:

Response:

18.) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application:

Response:

2016 – 2017 (Planning Year):

December 2016: Hire the Project Coordinator/SIG Coach

January and February 2017: School leadership, Project Coordinator, & Support Staff Training; Teacher Intro Site Needs Assessment (1 day on-site)

Coordinator Intensive Training Project (8 hours online)

School Leadership and All Site Staff Training (1 day on-site)

March 2017: Soft Launch

Project Coordinator Follow Up Training (8 hours online)

Continue all school leadership and all site staff training (August 2017)

Finalize training prior to full implementation (June 2017)

Retrain on the Principal and Teacher Evaluation Standards Annually

Overview training on Multi-Tiered Systems of Support/PBIS

Support Early Literacy by extending the Reading Rail Road Program to Prek-1st grade

Hire SIG Coach and Budget Specialist annually during the grant.

2017 – 2018 (Implementation Year #1):

All Leadership & Staff Ongoing Professional Development (August, 1 day on-site)

Program Kick-Off (September, Start of semester)

Continued Project Coordinator On-Line Training & Support (4 hours online)

All Leadership & Staff Ongoing Professional Development – Mid-Term (1 day on-site)

All Leadership & Staff Ongoing Professional Development – Wrap Up (1 day on-site)

Developed a 2 year MTSS Professional Development Plan and work on strengthening the core instruction.

Provide Financial Incentives

Reading Rail Road Program Continued

2018 – 2019 (Implementation Year #2):

All Leadership & Staff Ongoing Professional Development (August, 1 day on-site)

Program Kick-Off (September, Start of semester)

Continued Project Coordinator On-Line Training & Support (4 hours online)

All Leadership & Staff Ongoing Professional Development – Mid-Term (1 day on-site)

All Leadership & Staff Ongoing Professional Development – Wrap Up (1 day on-site)

Continue work with MTSS by working to identify interventions and movement between Tiers.

Continue to strengthen Balanced Literacy

Reading Rail Road Program Continued

Continue Financial Incentives

2019 – 2020 (Implementation Year #3):

All Leadership & Staff Ongoing Professional Development (August, 1 day on-site)
 Program Kick-Off (September, Start of semester)
 Continued Project Coordinator On-Line Training & Support (4 hours online)
 All Leadership & Staff Ongoing Professional Development – Mid-Term (1 day on-site)
 All Leadership & Staff Ongoing Professional Development – Wrap Up (1 day on-site)
 Continue work with MTSS by working to identify interventions and movement between Tiers.
 Continue to strengthen Balanced Literacy
 Reading Rail Road Program Continued
 Continue Financial Incentives

2020 – 2021 (Sustainability Year): All Leadership & Staff Ongoing Professional Development (August, 1 day on-site)

Program Kick-Off (September, Start of semester)
 Continued Project Coordinator On-Line Training & Support (4 hours online)
 All Leadership & Staff Ongoing Professional Development – Mid-Term (1 day on-site)
 All Leadership & Staff Ongoing Professional Development – Wrap Up (1 day on-site)
 Order a 3year subscription of the kits for sustainability plan.
 Continue work with MTSS by working to identify interventions and movement between Tiers.
 Continue to strengthen Balanced Literacy
 Continue Financial Incentives

Note: An LEA's budget should cover all of the years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority School the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's budget plan. Additionally, an LEA's budget may include up to one year to support sustainability activities. An LEA may not receive more than five years of SIG funding to serve a single school.

An LEA's budget for each year may not exceed the number of Priority Schools it commits to serve multiplied by \$2,000,000.

Example: LEA Response for (1) Planning Year, (3) Implementation Years, and (1) Sustaining Year

LEA "EXAMPLE" Budget:				
Douglas County Elementary	Year 1 (Planning)	Year 2 (Implementation #1)	Year 3 (Implementation #2)	Year 4 (Implementation #3)

Year 5 (Sustainability)	Investment	Year 1	Year 2	Year 3	Year 4	Year 5	Total
School	\$100,000	\$356,000	\$525,000	\$300,000	\$100,000		\$1,381,000

LEA-level Activities	\$0	\$0	\$150,000	\$150,000	\$100,0 00	\$400,000
Total Budget	\$100,000	\$356,000	\$675,000	\$450,000	\$200,0 00	\$1,781,000

LEA Response for (1) Planning Year, (3) Implementation Years, and (1) Sustaining Year

LEA "ACTUAL" Budget:

(The justification (line items / budget codes) for the "total amount" s should be reflected in the application immediately following this section)

	Year 1 2016 - 17 (Planning)	Year 2 2017 - 18 (Implementation #1)	Year 3 2018 -19 (Implementation #2)	Year 4 2019 - 20 (Implementation #3)	Year 5 2020 - 21 (Sustaina bility)	Five - Year Total
Kimberley Park	\$199,808	\$204,563	\$171,086	\$34,000	\$34,0 00	\$643,457
LEA-Level Activities	\$2,436	\$2,848	\$2,494	\$2,331	\$2,36 2	\$12,471
Total Budget	\$202,244	\$207,411	\$173,580	\$36,331	\$36,3 62	\$655,928

Justification for "Total Budget" identified above:

2016 – 2017 (Planning Year):

	Planning Year 2016- 2017
PERSONNEL	
SIG Coach - 1 FTE per school 3-5330-117-135-424	\$60,000
Personnel Subtotal	\$60,000
FRINGE BENEFITS	
SIG Coach (hosp.3- 5330-117-232-424, dental 3-5330-117-234-424, Life3 -5330-117-235-424, SS 3-5330-117-211-424, Ret 3-5330-117-221-424, WC 3-5530-117-232-424, UnEm 3-5530-117-233-424	\$20,862
	\$0
Fringe Benefits Subtotal	\$20,862
TRAVEL	
Transportation for Extended days 3-6550-117-331-424	\$2,000
Travel Subtotal	\$2,000
EQUIPMENT (> \$1,000 per unit cost)	

Equipment Subtotal	\$0
SUPPLIES (3-5330-117-411-424)	
Early Literacy Supplies	\$10,000
Supplies Subtotal	\$10,000
CONTRACTUAL 3-5330-117-312-424	
Positive Action	\$45,946
Positive Action Sustainability	
Consultant 5 days at \$3,000 per day divided 4 schools goes on school tab MTSS yr 1 and 2 only	\$15,000
EduSnap	\$12,000
Contractual Subtotal	
	\$72,946
TRAINING STIPENDS	
Recruitment Incentive 3-5530-117-424	
Performance Incentive 3-5530-117-424	\$34,000
Training Stipends/Construction Subtotal	
	\$34,000
Direct Costs (Includes all Subtotals)	
	\$199,808
Indirect Costs (Calculated at 1.92% on all direct costs except contracts and equipment)	\$2,436
Total (Direct and Indirect costs)	
	\$202,244

2017 – 2018 (Implementation Year #1):

	Year 1 2017-2018
PERSONNEL	
SIG Coach - 1 FTE per school 3-5330-117-135-424	\$61,200
	\$0
Personnel Subtotal	\$61,200
FRINGE BENEFITS	

SIG Coach (hosp.3- 5330-117-232-424, dental 3-5330-117-234-424, Life3 -5330-117-235-424, SS 3-5330-117-211-424, Ret 3-5330-117-221-424, WC 3-5530-117-232-424, UnEm 3-5530-117-233-424	\$21,155
	\$0
Fringe Benefits Subtotal	\$21,155
TRAVEL	
Transportation for Extended days 3-6550-117-331-424	\$2,000
Travel Subtotal	\$2,000
EQUIPMENT (> \$1,000 per unit cost)	
Equipment Subtotal	\$0
SUPPLIES (3-5330-117-411-424)	
Early Literacy Supplies	\$10,000
Supplies Subtotal	\$10,000
CONTRACTUAL 3-5330-117-312-424	
Positive Action	\$29,208
Positive Action Sustainability	
Consultant 5 days at \$3,000 per day divided 4 schools goes on school tab MTSS yr 1 and 2 only	\$15,000
EduSnap	\$12,000
Contractual Subtotal	
	\$56,208
TRAINING STIPENDS	
Recruitment Incentive 3-5530-117-183-424	\$20,000
Performance Incentive 3-5530-117-183-424	\$34,000
Training Stipends/Construction Subtotal	
	\$54,000
Direct Costs (Includes all Subtotals)	
	\$204,563
Indirect Costs (Calculated at 1.92% on all direct costs except contracts and equipment)	\$2,848
Total (Direct and Indirect costs)	
	\$207,411

2018 – 2019 (Implementation Year #2):

	Year 2 2018-2019
PERSONNEL	
SIG Coach - 1 FTE per school 3-5330-117-135-424	\$62,424
	\$0
	\$0
Personnel Subtotal	\$62,424
FRINGE BENEFITS	
SIG Coach (hosp.3- 5330-117-232-424, dental 3-5330-117-234-424, Life3 -5330-117-235-424, SS 3-5330-117-211-424, Ret 3-5330-117-221-424, WC 3-5530-117-232-424, UnEm 3-5530-117-233-424	\$21,454
	\$0
Fringe Benefits Subtotal	\$21,454
TRAVEL	
Transportation for Extended days 3-6550-117-331-424	\$2,000
Travel Subtotal	\$2,000
EQUIPMENT (> \$1,000 per unit cost)	
Equipment Subtotal	\$0
SUPPLIES (3-5330-117-411-424)	
Early Literacy Supplies	\$10,000
Supplies Subtotal	\$10,000
CONTRACTUAL 3-5330-117-312-424	
Positive Action	\$29,208
Positive Action Sustainability	
Consultant 5 days at \$3,000 per day divided 4 schools goes on school tab MTSS yr 1 and 2 only	
EduSnap	\$12,000
Contractual Subtotal	
	\$41,208
TRAINING STIPENDS	
Recruitment Incentive 3-5530-117-183-424	

Performance Incentive 3-5530-117-183-424	\$34,000
Training Stipends/Construction Subtotal	
	\$34,000
Direct Costs (Includes all Subtotals)	
	\$171,086
Indirect Costs (Calculated at 1.92% on all direct costs except contracts and equipment)	\$2,494
Total (Direct and Indirect costs)	
	\$173,580

2019 – 2020 (Implementation Year #3):

	Year 4
PERSONNEL	
SIG Coach - 1 FTE per school 3-5330-117-135-424	\$63,672
	\$0
	\$0
Personnel Subtotal	\$63,672
FRINGE BENEFITS	
SIG Coach (hosp.3- 5330-117-232-424, dental 3-5330-117-234-424, Life3 -5330-117-235-424, SS 3-5330-117-211-424, Ret 3-5330-117-221-424, WC 3-5530-117-232-424, UnEm 3-5530-117-233-424	\$21,759
	\$0
Fringe Benefits Subtotal	\$21,759
TRAVEL	
Transportation for Extended days 3-6550-117-331-424	\$2,000
Travel Subtotal	\$2,000
EQUIPMENT (> \$1,000 per unit cost)	
Equipment Subtotal	\$0
SUPPLIES (3-5330-117-411-424)	
Early Literacy Supplies	
Supplies Subtotal	\$0

CONTRACTUAL 3-5330-117-312-424	
Positive Action	\$29,208
Positive Action Sustainability	
Consultant 5 days at \$3,000 per day divided 4 schools goes on school tab MTSS yr 1 and 2 only	
EduSnap	
Contractual Subtotal	
	\$29,208
TRAINING STIPENDS	
Recruitment Incentive 3-5530-117-183-424	
Performance Incentive 3-5530-117-183-424	\$34,000
Training Stipends/Construction Subtotal	
	\$34,000
Direct Costs (Includes all Subtotals)	
	\$34,000
Indirect Costs (Calculated at 1.92% on all direct costs except contracts and equipment)	\$2,331
Total (Direct and Indirect costs)	
	\$36,331

2020 – 2021 (Sustainability Year):

	Year 5	Totals
PERSONNEL		
SIG Coach - 1 FTE per school 3-5330-117-135-424	\$64,945	\$312,241
	\$0	\$0
	\$0	\$0
Personnel Subtotal	\$64,945	\$312,241
FRINGE BENEFITS		
SIG Coach (hosp.3- 5330-117-232-424, dental 3-5330-117-234-424, Life3 -5330-117-235-424, SS 3-5330-117-211-424, Ret 3-5330-117-221-424, WC 3-5530-117-232-424, UnEm 3-5530-117-233-424	\$22,071	\$107,301
	\$0	\$0
		\$0
		\$0
Fringe Benefits Subtotal	\$22,071	\$107,301
TRAVEL		
Transportation for Extended days 3-6550-117-331-424	\$2,000	\$10,000
Travel Subtotal	\$2,000	\$10,000
EQUIPMENT (> \$1,000 per unit cost)		

Equipment Subtotal	\$0	\$0
SUPPLIES (3-5330-117-411-424)		
		\$0
		\$0
		\$0
		\$0
Early Literacy Supplies		\$30,000
		\$0
		\$0
Supplies Subtotal	\$0	\$30,000
CONTRACTUAL 3-5330-117-312-424		
Positive Action	\$29,208	\$162,778
Positive Action Sustainability		
Consultant 5 days at \$3,000 per day divided 4 schools goes on school tab MTSS yr 1 and 2 only		\$30,000
EduSnap		\$36,000
Contractual Subtotal		
	\$29,208	\$228,778
TRAINING STIPENDS		
Recruitment Incentive 3-5530-117-183-424		\$20,000
Performance Incentive 3-5530-117-183-424	\$34,000	\$170,000
Training Stipends/Construction Subtotal		\$0
	\$34,000	\$190,000
Direct Costs (Includes all Subtotals)		
	\$34,000	\$643,457
Indirect Costs (Calculated at 1.92% on all direct costs except contracts and equipment)	\$2,362	\$12,471
Total (Direct and Indirect costs)		
	\$36,362	\$655,928